Center for Research in Educational Policy

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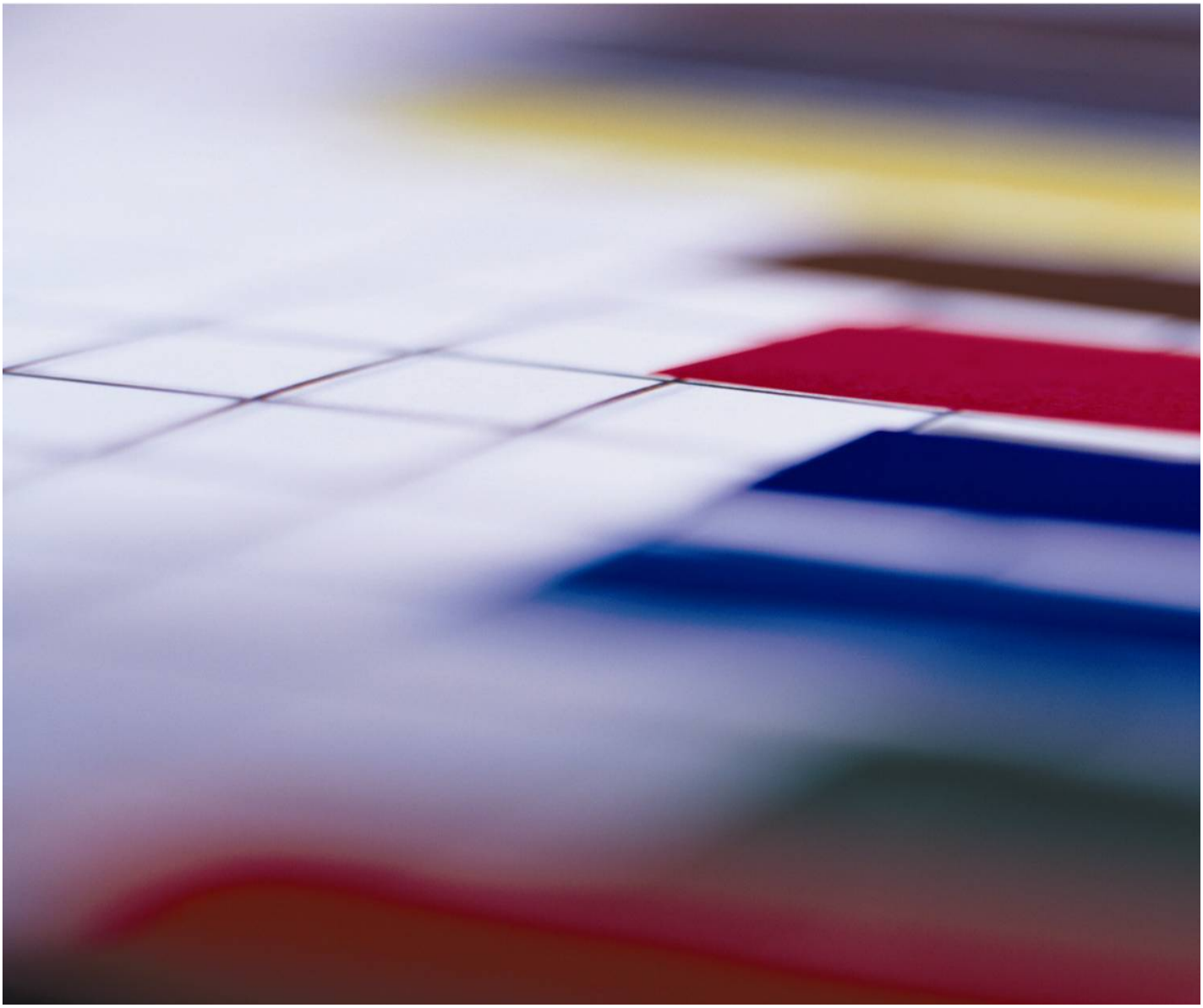
VIRGINIA DEPARTMENT OF EDUCATION

Evaluation of 21st Century Community Learning Centers

2006-2007



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February 2008
Revised August 2008

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VIRGINIA 21ST CENTURY COMMUNITY LEARNING CENTERS ANNUAL REPORT FOR 2006-2007

Executive Summary

The 21st Century Community Learning Centers (21st CCLC) program is authorized by the *No Child Left Behind Act of 2001* and provides opportunities outside of the regular school day for academic enrichment to help students meet state and local performance standards in core academic subjects. Programs and activities are designed to reinforce and complement the regular academic program of participating students. Families of students are also offered opportunities for educational development.

This report summarizes the results of the Center for Research in Educational Policy's evaluation of the 2006-2007 Virginia 21st Century Community Learning Center programs. The purpose of the evaluation was to determine whether the state-funded 21st Century Community Learning Centers were meeting Virginia's program objectives: 1) to show gains on language arts and mathematics Standards of Learning (SOL) assessments; and 2) for family members of students who participate in 21st Century Community Learning Centers to increase their engagement in opportunities for literacy and related educational development. The report provides state-level results for 92 grantees that operated a total of 133 centers during the 2006-2007 school year. This report also provides an overview of the centers' success in achieving objectives they chose to pursue in addition to those required by the state. This information is provided in Appendix A.

Student Participants

Students served were in prekindergarten through grade 12, with the majority in kindergarten through grade 5 (59 percent). Special services groups (poverty-level, English language learners, and special needs or disabilities) comprised 74.1 percent of students enrolled. Racial/ethnic characteristics were primarily: Black (43.9 percent), White (38.2 percent), and Hispanic (10.8 percent). The percentage of poverty-level students enrolled (56.5 percent) exceeded the statewide percentage enrolled in schools (33.5 percent).

Results

Data were analyzed from three sources: the Annual Local Evaluation Report Template (ALERT), the Profile and Performance Information Collection System (PPICS), and SOL assessment scores for reading and mathematics. The results are summarized below by evaluation questions.

What is the nature of the Virginia 21st CCLC programs?

The ALERT and PPICS data indicate that centers are implementing the 21st CCLC program in accordance with federal purposes. Approximately 83 percent of centers were operated by schools. Operating hours ranged most frequently between six and 20 hours per week (74 percent of centers). Centers were staffed to a large degree by certified teachers.

What is the level of participation by students?

Of the 19,602 students enrolled, 11,829 (60.4 percent) attended the 21st CCLC program regularly (30 days or more). Both enrollment and regular attendance were greater for elementary students. Middle school student enrollment was 18 percent of the total enrollment, and high school participation constituted six percent.

To what degree did the programs meet Virginia's objectives?

Objective 1a: Increase student achievement in language arts

- Using statistical models that controlled for students' prior achievement, there were no differences in the standardized SOL scale scores for students who participated in the 21st CCLC programs compared to a matched group of nonparticipants. From a descriptive standpoint, students who attended 71 or more days at a 21st CCLC had higher scores in 2006-2007 when compared to a control group (similar students who did not participant in 21st CCLC activities). The low regular (30-50 days of 21st CCLC attendance) and moderate regular (51-70 days) attendance groups were lower than controls. It is not clear whether the differences in outcomes for groups with different attendance patterns are a function of loss of benefits from the centers or differences in the groups of students themselves. It is also important to reiterate that these differences were not statistically significant.
- The percentage of regularly attending 21st CCLC students (at least 30 days) who were at or above proficient showed a large increase from 2005-2006 to 2006-2007 (23.2

percentage points). The percentage of 21st CCLC students at or above proficient in 2006-2007 was similar to control students.

Objective 1b: Increase student achievement in mathematics

- In general, participation in the 21st CCLC programs had a positive impact on mathematics achievement. For example, after controlling for prior achievement, students who attended a 21st CCLC for 30-50 days or 71+ days had statistically significantly higher scores in 2006-2007 when compared to a control group.
- Additionally, the percentage of regularly attending 21st CCLC students (at least 30 days) who were at or above proficient increased by 25.1 percentage points from 2005-2006 to 2006-07. The regular attendees had a significantly higher percentage of students at or above proficient in 2006-2007 when compared to control students.

Objective 2: Provide parent education

- The centers reported that they offered a variety of parent education and involvement activities.
- The majority of centers reported that they offered opportunities for parent and child interaction (84 percent of centers) as well as various parental training sessions (61 percent).
- The centers also reported that they offered computer skills training (42 percent of centers), GED courses (31 percent), and career development sessions (12 percent).

Are there relations between attendance, nature of and time allocated to activities, hours of operation, and improvement in student achievement?

As part of the evaluation, the relations between attendance, time allotted to the twelve authorized activities of the law, centers' hours of operations, and student achievement were explored. It is important that when these variables are significant, then they can be interpreted as predictive of achievement, but not necessarily as causing the changes in achievement.

- Higher student achievement in reading was associated with a 21st CCLC staff of more certified teachers, a greater number of operating hours per week, and high student attendance (71 or more days). Interestingly, implementing a larger number of authorized activities had a negative association with achievement. Higher numbers of activities were associated with lower performance in 2006-2007.

- Higher student achievement in mathematics was associated with a staff of more certified teachers and a greater number of operating hours per week. Similar to the results in reading, implementing a larger number of authorized activities at centers was associated with lower mathematics scores.

Conclusions

Results indicate that centers are implementing the 21st CCLC programs in accordance with federal purposes and guidelines. Students with better outcomes on SOL assessments were more likely to have high rates of attendance, increased numbers of certified teachers as program staff, and a greater number of center operating hours per week. Although actual parent participation was reported to be a challenge for centers, the centers reported that they offered a variety of programs and activities aimed at parental education and involvement.

VIRGINIA DEPARTMENT OF EDUCATION

21ST CENTURY COMMUNITY LEARNING CENTERS EVALUATION REPORT 2006-2007

INTRODUCTION

The 21st Century Community Learning Centers (CCLC) grant program was established by Congress as Title X, Part I, of the Elementary and Secondary Education Act (ESEA). It was reauthorized by Congress under the *No Child Left Behind Act of 2001*. The purposes of the 21st CCLC program are:

- To provide opportunities outside of the regular school day for academic enrichment, including tutorial services to help students meet state and local performance standards in core academic subjects.
- To offer students a broad array of services, programs, and activities to compliment academics such as drug and violence prevention; counseling programs; art, music, and recreation programs; technology education; and character education.
- To offer families of students served by community learning centers opportunities for literacy and related educational development.

21st Century Community Learning Centers Program in Virginia

In 2006-2007, the Virginia Department of Education provided 21st CCLC grant funds to 92 grantees that operated a total of 133 centers. The grantees provided academic and enrichment programs to students before and/or after school hours as well as during the summer at some centers. The grant program also supported grantee collaboration with parents and community partners.

EVALUATION DESIGN AND MEASURES

The Center for Research in Educational Policy (CREP) at The University of Memphis was contracted by the Virginia Department of Education to conduct a statewide evaluation of the 21st CCLC program to meet federal requirements and to assess the extent to which local grantees met the defined programmatic objectives. The evaluation was structured around the following questions:

1. What is the nature of the Virginia 21st CCLC programs?
2. What is the level of participation by students?
3. To what degree did centers meet Virginia's objectives for the program?
4. Are there relationships between attendance at a 21st CCLC, nature of and time allocated to activities, hours of operation, and academic achievement?

All grantees and their respective centers were requested to participate in the evaluation. Center-level information and number of students included for the centers with 50 or more students are provided in Appendix B.

Three main sources of data were utilized in the evaluation:

- Standards of Learning (SOL) assessment scale scores in reading and mathematics for students in grades three through eight. Included with the SOL assessment scores were data regarding gender, grade, race, English language learners status, disability status, economically disadvantaged status, and number of days of participation in the CCLC program. It should be noted that students with disabilities and English language learners at the lowest levels of English proficiency may participate in approved alternative or alternate SOL assessments. The results from these assessments were not included in the analyses.

- The Profile and Performance Information Collection System (PPICS) which is a national Web-based data collection system that contains (a) descriptive data about grantees and their 21st CCLC and (b) self-reported progress toward meeting performance indicators. Grantees submit information in this system at designated time periods each year.
- Annual Local Evaluation Report Template (ALERT) which is an online survey designed to supplement PPICS for this evaluation. This tool gathers additional data regarding center activities and outcomes. Each grantee is required to submit the ALERT for each center after a full year of program implementation.

The Virginia Department of Education requested that grantees submit the ALERT for their centers in October 2007. Approximately 86 percent (115/133) of the centers submitted the online report by the deadline. The ALERT reports contained both quantitative and qualitative data for analysis. For PPICS data, grantees were able to begin submitting information in April 2007 and were required to complete submissions by October 30, 2007. PPICS reports were available for 133 centers. PPICS data within the Annual Progress Report categories of operation, objectives, activities, student behavior, and partnerships were analyzed for all grantees. Student-level SOL assessment data from the 2005-2006 and 2006-2007 academic years were provided to CREP by the Virginia Department of Education. The specific data sources are shown in Table 1 for each evaluation question.

Table 1. Summary of Instruments and Data Sources by Evaluation Question

Evaluation Question	Data Sources
1. What is the nature of the 21st CCLC programs?	ALERT PPICS
2. What is the level of participation by students?	PPICS demographic and attendance data ALERT
3. To what degree did centers meet their objectives?	PPICS APR data ALERT Virginia SOL scores in reading and mathematics
4. Are there relationships between 21st CCLC attendance, nature of and time allocated to activities, hours of operation, and student achievement?	PPICS data Virginia SOL scores in reading and mathematics

RESULTS

The results of the evaluation are organized by the guiding evaluation questions. First, information is presented on center characteristics and student participation. Then, results are provided regarding the extent to which the centers met required programmatic objectives. The final question includes the results of statistical analyses of relationships between various categories of data.

Nature and Level of Implementation

Operation

Among centers, 82.9 percent were operated by schools. Others were operated by community centers (4.2 percent), faith-based organizations (7.3 percent), nationally affiliated nonprofit agencies (3.2 percent), and for-profit entities (.4 percent). Centers varied in their structure, most notably in the number of hours per week that they were operating (see Figure 1). The variation was attributed by grantees to schools beginning and ending their regular school day at different times, and to staff availability. The needs of working parents were also considered in setting hours before school as well as after school.

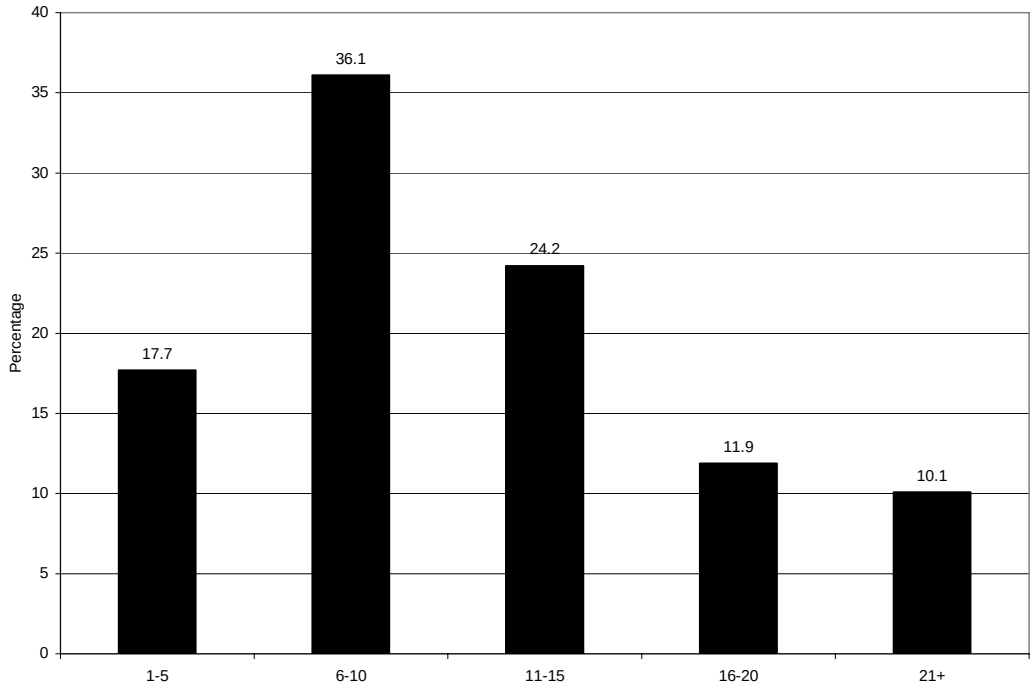

Figure 1. Hours of Operation per Week during the 2006-2007 School Year by Percent of Centers

The majority of centers (72.2 percent) were open between six and 20 hours per week, with the highest percentage offering between six and ten hours of services per week (36.1 percent).

Staffing Patterns

The staffing patterns across centers are displayed in Figure 2. Based on available PPICS data, there were 2,995 paid and volunteer staff members across the centers. Of these staff members, the majority were paid (73.4 percent). Most paid employees were school division teachers (60.6 percent) or nonteaching staff (14.5 percent). Few paid employees were parents (0.4 percent), college or high school students (4.8 percent), or nondivision personnel (4.4 percent). College and high school students were the most prevalent type of volunteers (43.1 percent), followed by community members (22.9 percent) and then parents (21.1 percent).

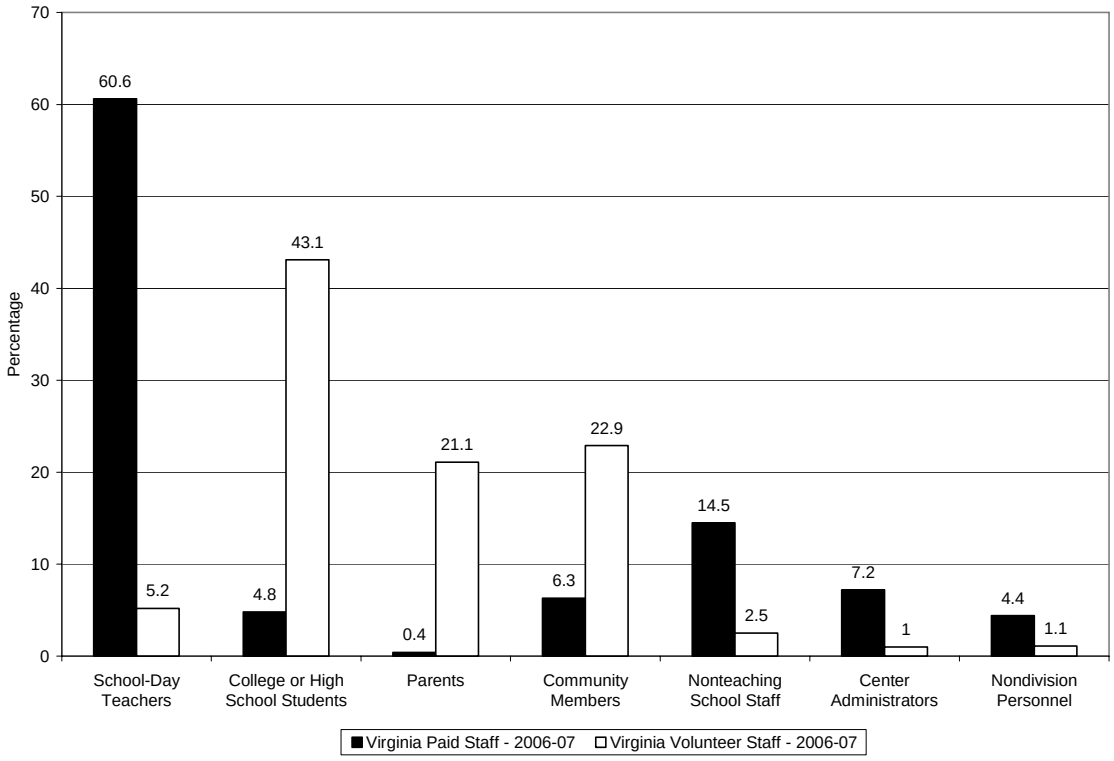

Figure 2. Staffing patterns for 2006-2007 21st CCLCs across Virginia

Level of Participation by Students

A total of 19,602 students were served by 133 centers, with 11,829 students (60.4 percent) attending regularly (30 days or more). More than 71 percent of participating students were in prekindergarten through grade five (see Figure 3 and Figure 4).

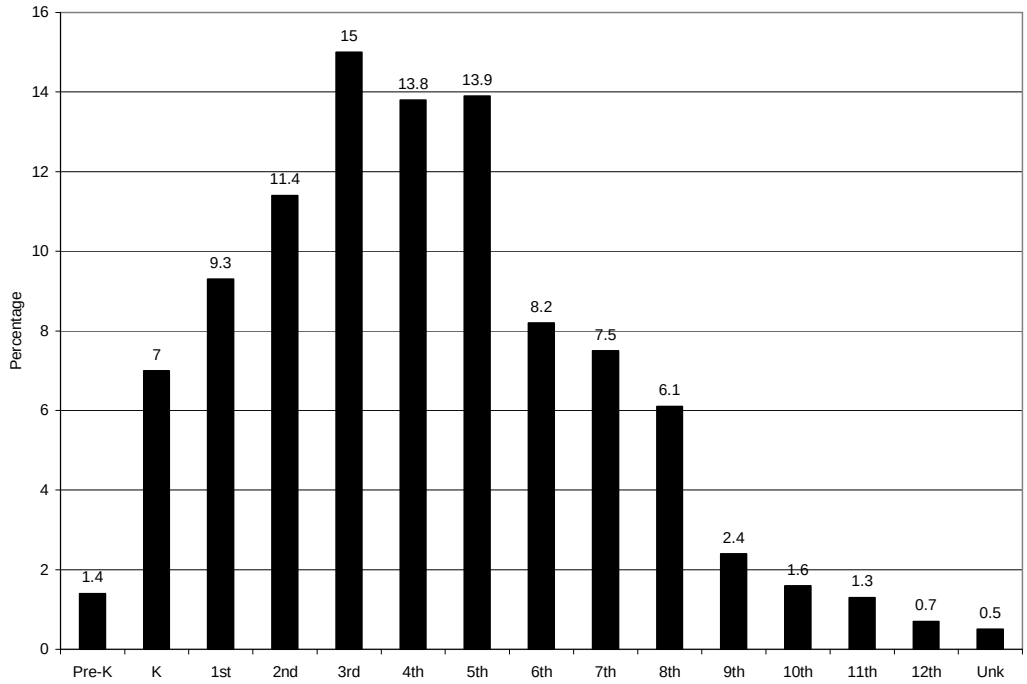

Figure 3. Percent of All Student Attendees in 21st CCLCs by Grade Level for 2006-2007

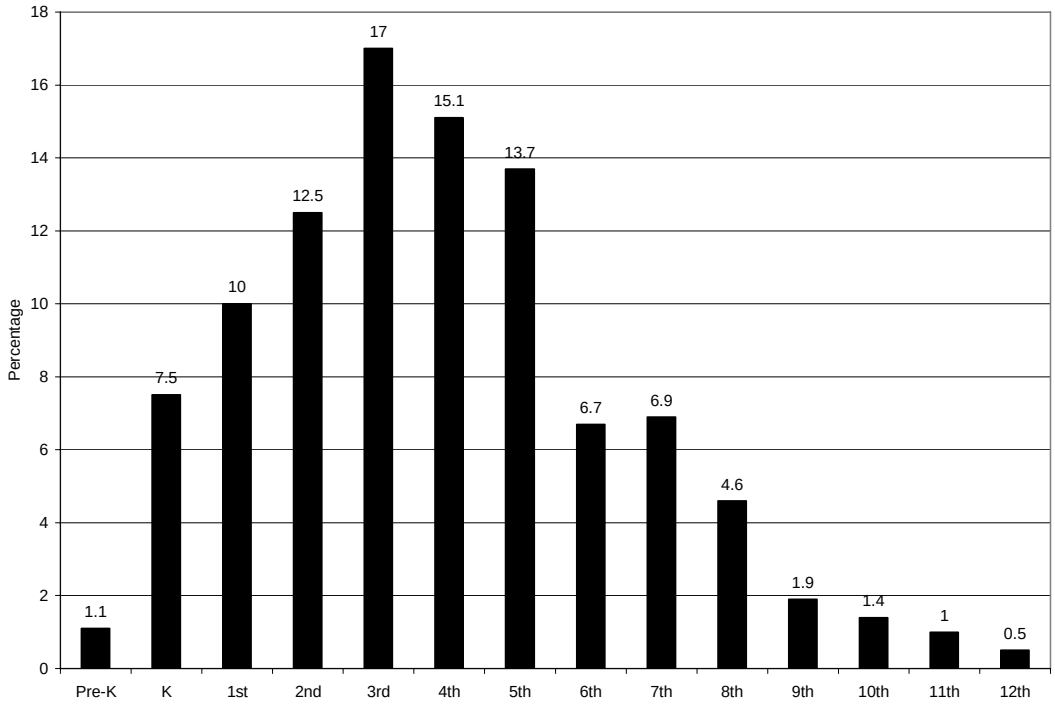

Figure 4. Percent of Regular Attendees (at least 30 days) in 21st CCLCs by Grade Level for 2006-2007

Program attendees were primarily Black (43.9 percent), White (38.2 percent), and Hispanic (10.8 percent) in ethnic/racial background. Economically disadvantaged students comprised 56.5 percent of students, and English Language Learners comprised 9.2 percent. Students with special needs or disabilities comprised 8.4 percent. Approximately equal numbers of boys and girls participated in the programs, with approximately equal regularity of attendance.

Meeting Required Objectives

Grantees were required to address the following three objectives: (a) improve student achievement in reading, (b) improve student achievement in mathematics, and (c) provide parent education opportunities. Each center could also implement additional objectives as long as they were aligned with the purposes of the federal 21st CCLC program. Although the progress toward meeting the supplemental objectives was not the primary focus of the evaluation, results are provided in Appendix A for informational purposes.

The results from the required objectives were examined using different methods. First, "self-report" data from the PPICS and ALERT were summarized. Second, statistical analyses examined SOL assessment scale scores in reading and mathematics among students with varying levels of 21st CCLC attendance and a "control" group of students who were similar to the 21st CCLC students, but did not participate in the program. Students were divided into four groups based on the number of days they participated in 21st CCLC. The control group had zero days in 21st CCLC, while the other three were 21st CCLC groups with different attendance levels: low regular attendance (30 to 50 days), moderate regular attendance (51 to 70 days), and high regular attendance (71 days or more). The analyses used statistical methods to control for performance in prior years as well as student demographic characteristics that are related to student outcomes.

The third method looked at the percentage of students reaching different proficiency levels on the SOL assessments. This approach evaluated the difference in the proportion of students who were below proficient or who were at or above proficient in 2005-2006 and 2006-2007. The analyses were conducted for reading and mathematics separately. In this analysis, the control group had zero days in 21st CCLC, and the 21st CCLC group had 30 or more days of participation.

Objective 1: Improve Student Academic Achievement – Self Report Data

Given that improving mathematics and reading SOL assessment scores were both state-mandated objectives, a high percentage of centers reported that they addressed these areas (see Figure 5). Many centers chose at least one additional subobjective that involved improving student achievement. Over half the centers chose the objective of improving grades in core subject areas (60.7 percent), while less than half (43.8 percent) selected reduction of grade retention.

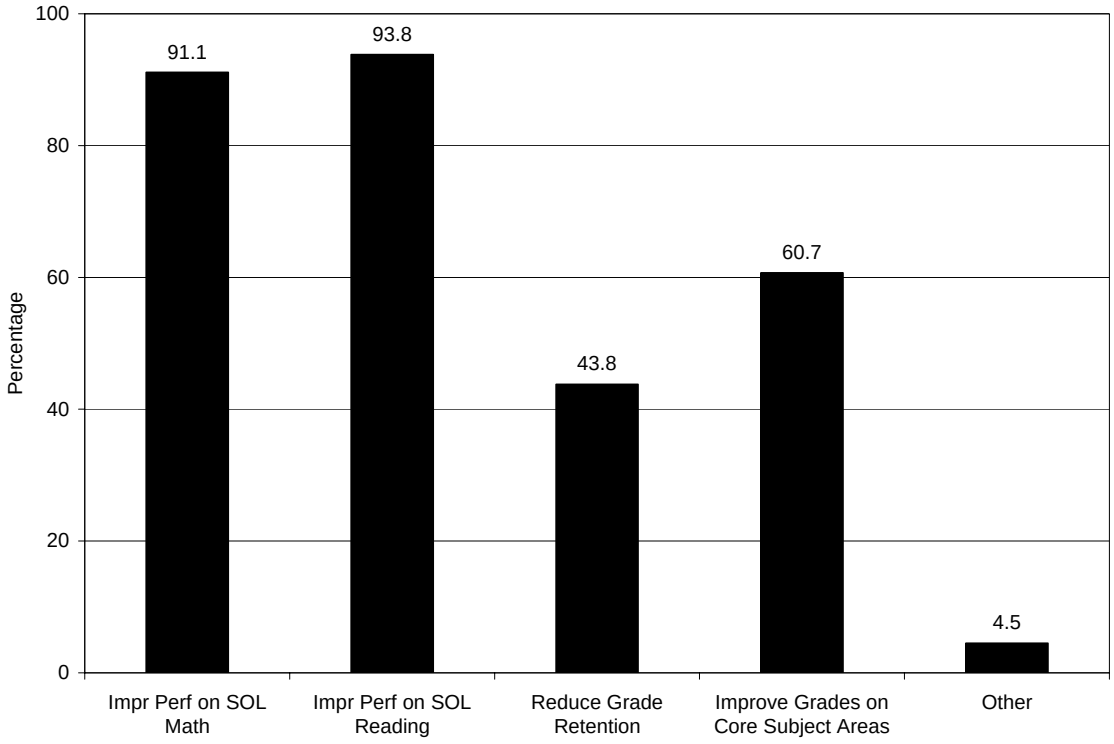

Figure 5. Percent of 21st CCLCs Selecting Improvement of Student Academic Achievement Subobjectives for 2006-2007

To meet these objectives, centers implemented a variety of activities (see Figure 6). Homework assistance (95.5 percent) and tutoring (91.1 percent) were most frequently offered. More than half of the centers reported maintaining regular communication with classroom teachers (75.9 percent) and parents (61.6 percent). A mathematics and/or English curriculum was utilized by 60.7 percent of centers, and 50 percent utilized integrated projects as a means to engage students through alternative teaching methods. Other activities reported included computer-assisted instruction and discussion sessions.

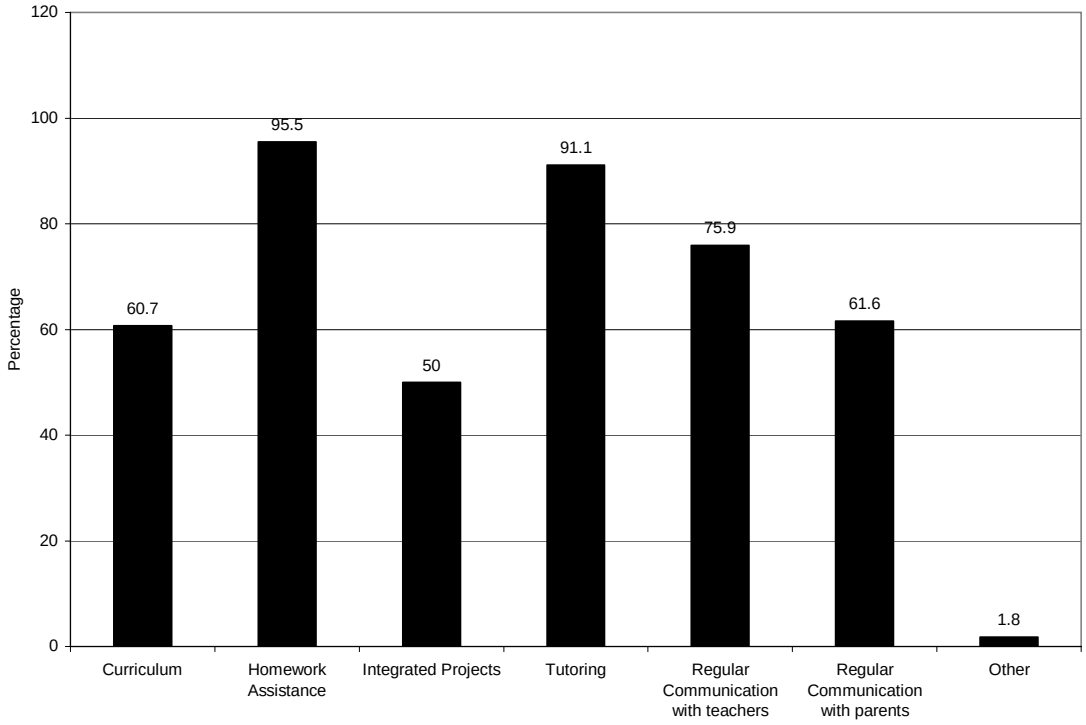

Figure 6. Percent of 21st CCLCs Using Activities that Improve Student Academic Achievement for 2006-2007

Objective 1: Improve Student Academic Achievement – Achievement Data Analysis

SOL assessment scale scores in reading. In general, there was not a measurable impact of 21st CCLC participation on reading achievement. Students in the high regular attendance group had higher adjusted mean scores (adjusted for prior achievement) in 2006-2007 than the control students, while the low regular and moderate regular attendance groups were lower than controls. However, none of the differences were statistically significant.

SOL assessment scale scores in mathematics. Participation in the 21st CCLC program did have a positive impact on mathematics achievement. Specifically, both the high regular attendance group and the low regular attendance significantly outperformed the control students. There were no differences between the other student groups.

Proficiency levels in reading. The 2005-2006 year showed a pronounced difference between the control group (those with zero days in 21st CCLC) and the 21st CCLC group (those

with 30 or more days in 21st CCLC) in the proportion of students who were at or above proficient in reading/English (see Table 2). Specifically, the control group had a significantly higher percentage of students score above proficient in reading/English compared to the 21st CCLC group. However, there was no statistical difference between the groups in 2006-2007 in the proportion of students who scored at or above proficient. The 21st CCLC students did have a sizeable gain (23.2 percentage points) in the percentage of student who scored at or above proficient in the second year reading/English assessment.

Proficiency levels in mathematics. There was no significant difference in proficiency between the two groups (21st CCLC regular attendees vs. non attendees) in the first year mathematics evaluation (2005-2006), while in 2006-2007, the 21st CCLC group obtained a significantly higher proportion of students scoring at or above proficient compared to the control group (see Table 2).

Table 2. Chi-square Outcomes by Group for Reading and Mathematics (Pre- [2005-2006] and Post-Treatment [2006-2007] Proficiency Level Analysis)

		Below Proficient (percent)	At or Above Proficient (percent)	χ^2	*P*
Reading/English					
2005-2006	Control	46.62	53.38	52.623	<.001
	21st CCLC	54.83	45.17		
2006-2007	Control	30.90	69.10	0.471	.493
	21st CCLC	31.62	68.38		
Mathematics					
2005-2006	Control	57.28	42.72	2.07	.150
	21st CCLC	58.89	41.11		
2006-2007	Control	39.35	60.65	25.07	<.001
	21st CCLC	33.84	66.16		

Objective 2: Provision of Parent Education

Centers reported that they provided a variety of activities to meet this objective. Most centers reported the implementation of activities that invited parent/child interaction (84.5 percent). Parent training sessions were also frequently conducted (60.8 percent). These and other parent activities selected are shown in Figure 7. The most common activities reported by the centers during 2006-2007 are discussed below.

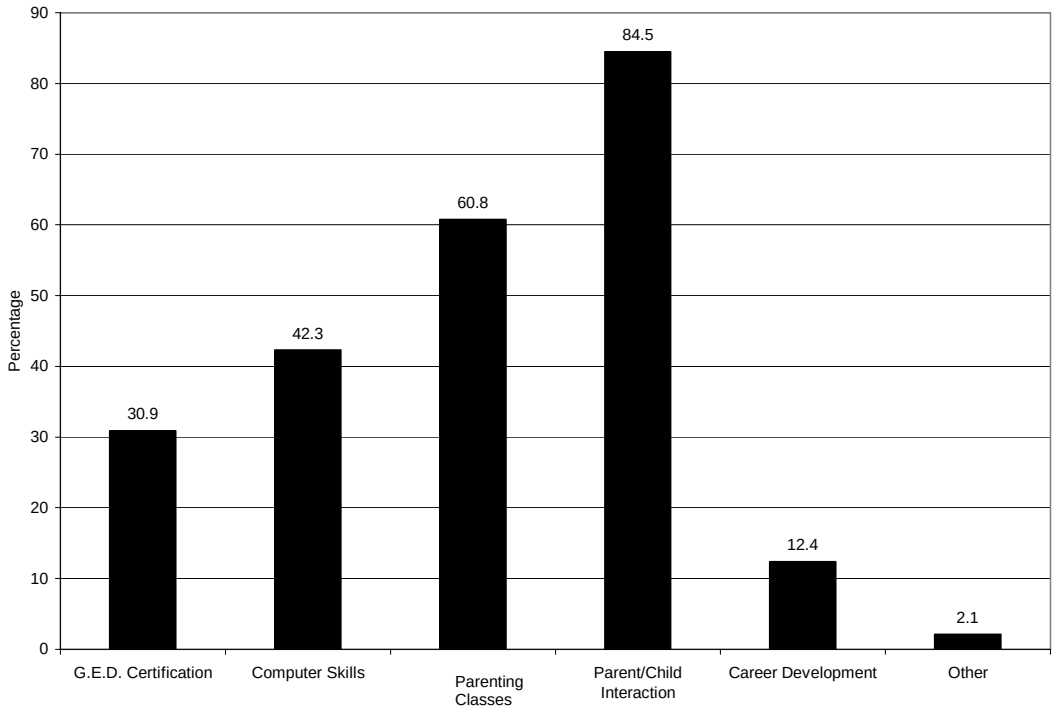

Figure 7. Percent of 21st CCLCs Selecting Parent Education Subobjectives for 2006-2007

General Educational Development. Of those providing a General Educational Development (GED) certificate program, 56.7 percent stated the GED certificate program classes were scheduled at the center. To determine whether the GED subobjective was met, many centers used an attendance report (53.3 percent) or the number of certificate recipients (50 percent). Figure 8 shows the percentage of centers that reported meeting the GED subobjective

(the percentages are based on the number of centers that chose GED attainment as an objective). More centers reported mixed results in meeting this subobjective. Some centers reported that they struggled with parent attendance, and subsequently, a small number of parents actually received the GED. Many grantees indicated a need for assistance in developing new ideas to attract parents to this program.

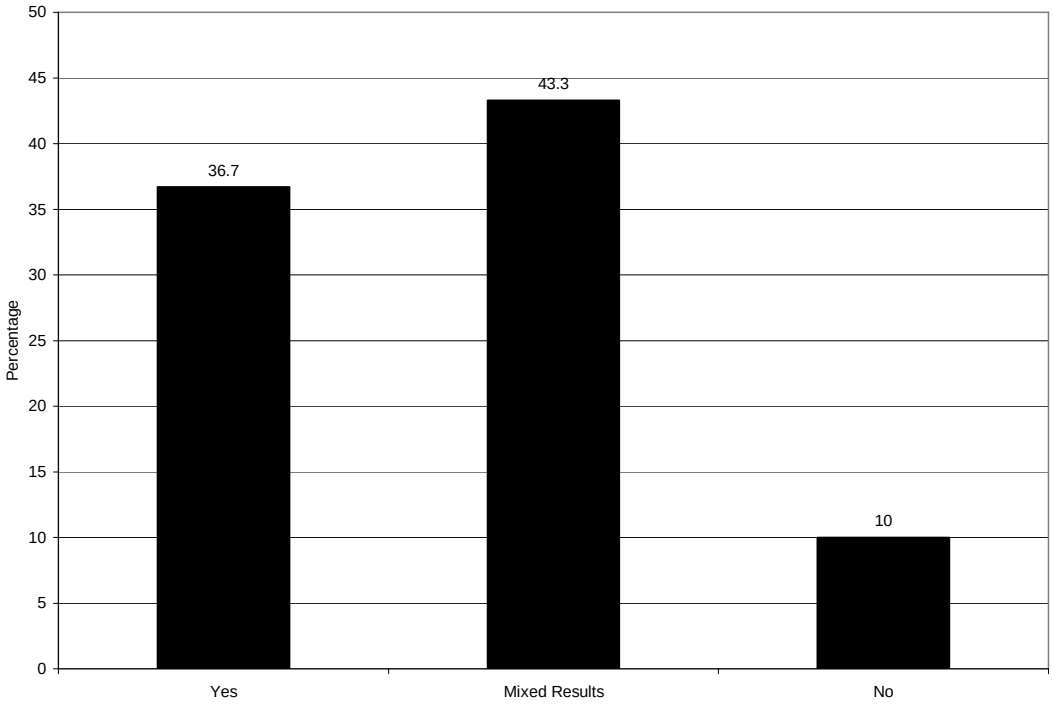

Figure 8. Percent of 21st CCLCs Reporting Meeting the Objective for Parent Participation for GED Certificate Program Classes for 2006-2007

Computer Instruction. Opportunities for computer skills instruction were reported by 69.9 percent of centers. Some centers also conducted computer family nights while others extended the computer lab hours for family use. Instruction was offered at these times regarding how children were using computers during the school day as well as how computers may be used as learning tools. Centers measured the degree to which this subobjective was met through records of the number of sessions offered (70.7 percent), pre-post skills assessments (4.9

percent), parent surveys (9.8 percent), and attendance reports (73.2 percent). Parent participation ranged from none to filling the classroom capacity. The percentages in Figure 9 are for those centers that reported addressing this subobjective.

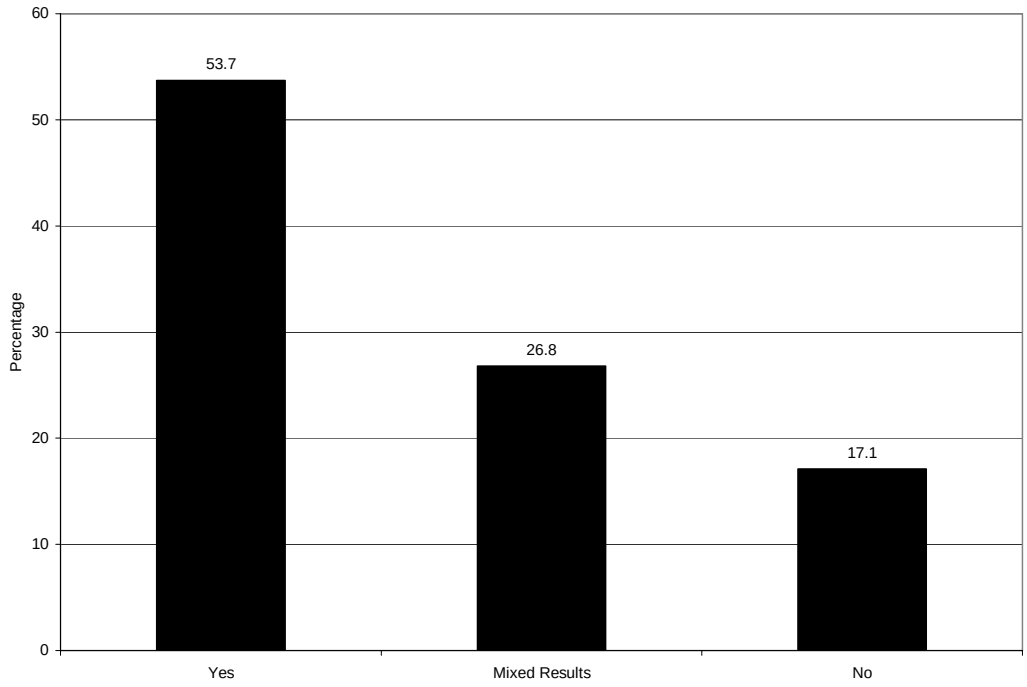

Figure 9. Percentage of 21st CCLCs Reporting Meeting the Objective for Parent Participation in Computer Skills Classes for 2006-2007

Parenting Skills. Parenting skills classes were provided by 72.9 percent of centers that completed the ALERT. The use of community speakers was also reported by over half of the centers (57.6 percent). Topics offered included strategies for helping children with homework; computer technology; money management; self-esteem building; appropriate educational toys; bullying; gang awareness; improvement of discipline; English classes for adult/parent English language learners; nutrition and good health practices. Measures for meeting this subobjective included number of sessions offered (67.8 percent), attendance reports (76.3 percent), and

evaluation forms completed by parents (23.7 percent). Attendance rates were reported to be high for some programs, particularly for Vietnamese and Hispanic parents. Centers where programs were poorly attended cited problems such as lack of transportation, parents having other children to care for at home, and parent schedules that permitted only picking up children at the end of the day. The percentages in Figure 10 are for the number of centers that reported on this subobjective.

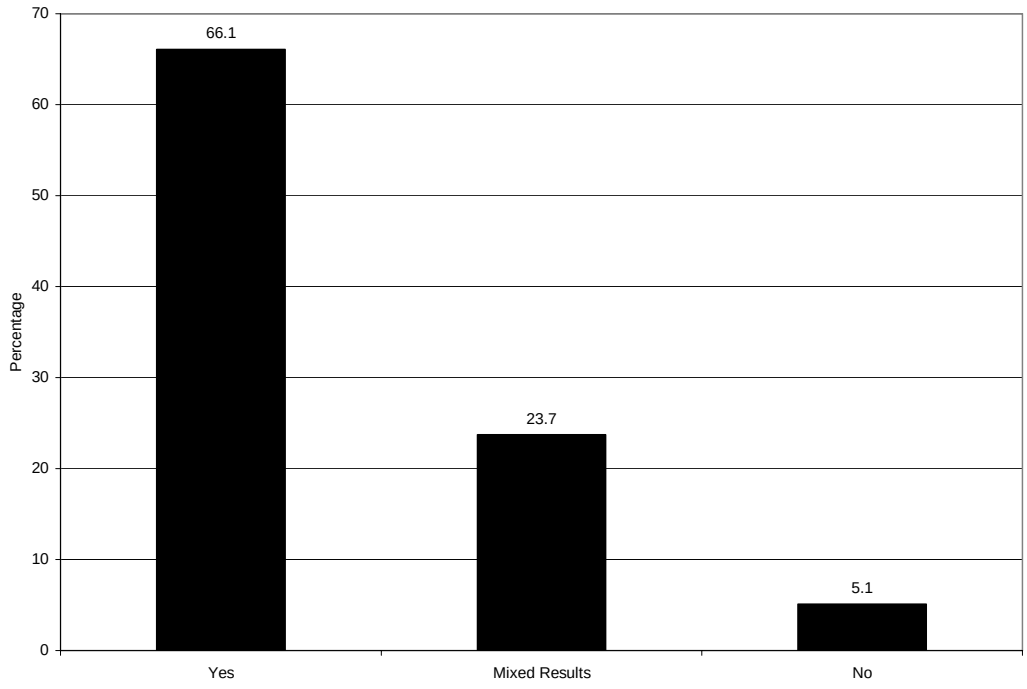

Figure 10. Percent of 21st CCLCs Reporting Meeting the Objective for Parent Participation in Parent Training Classes for 2006-2007

Parent/Child Activities. Opportunities for parent/child activities were frequently offered by centers (73.2 percent). Many centers held open houses (70.7 percent) and take-home projects for parent/child completion (31.7 percent). Other activities reported included family field trips, bowling, cake decorating, crocheting and quilting classes, and school book fairs. Data sources that were used by centers to determine if this subobjective was met were number of sessions

offered (69.5 percent), attendance reports (78 percent), and evaluation forms completed by parents (23.2 percent). The percentages in Figure 11 are for the number of centers that reported on this subobjective.

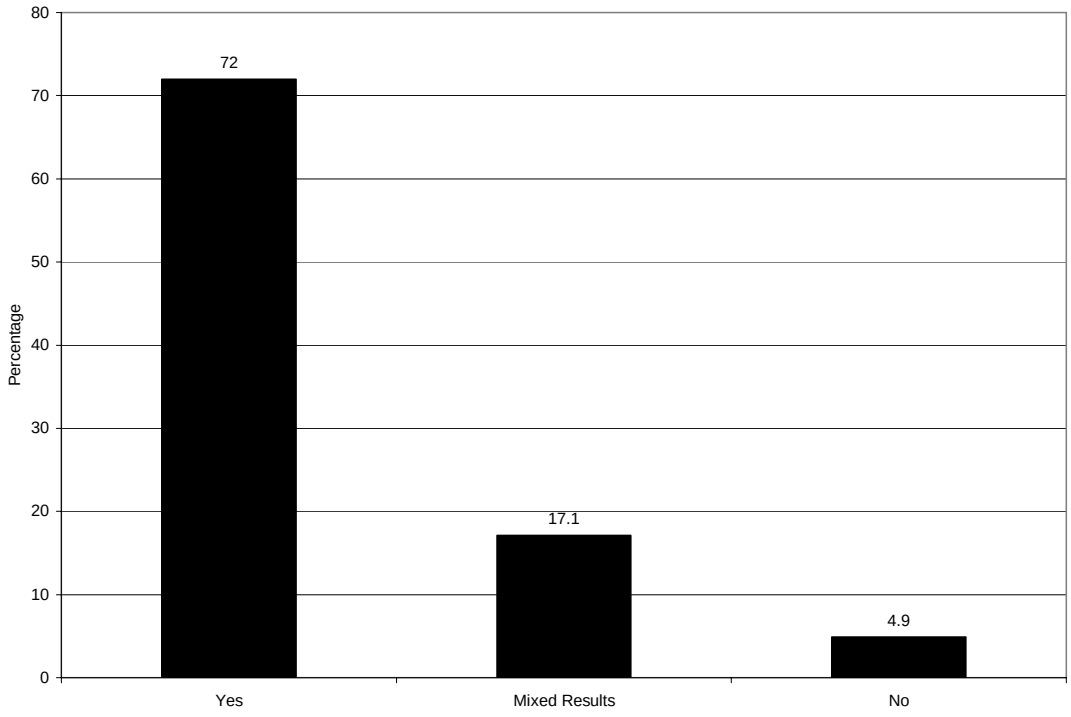

Figure 11. Percent of 21st CCLCs Reporting Meeting the Objective for Parent and Children Interaction in Academic Activities for 2006-2007

Career Development. Career development was selected as a subobjective by 12.4 percent of the centers. The centers that did address this area most frequently offered career exploration (33.3 percent), job application assistance (16.7 percent), job fairs (8.3 percent), and vocational classes (8.3 percent) for parents. Data sources used to determine if the subobjective was met included number of sessions offered (66.7 percent), attendance reports (50 percent), and evaluation forms completed by parents (16.7 percent). The percentages in Figure 12 are for the number of centers that reported on this subobjective.

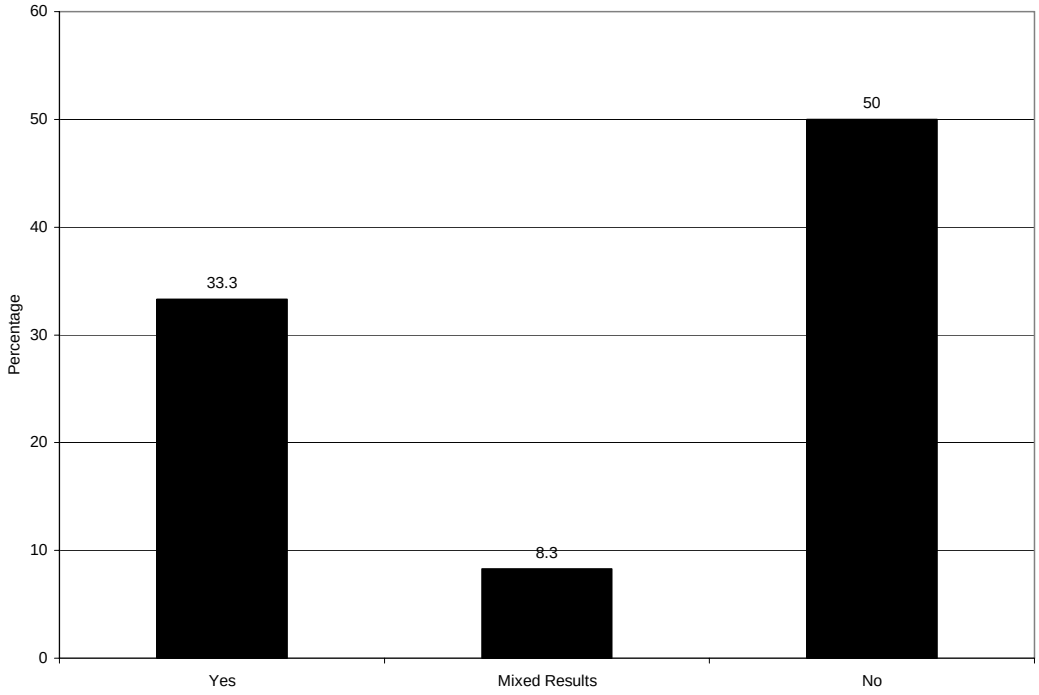

Figure 12. Percent of 21st CCLCs Reporting Meeting the Objective for Parent Participation in Career Development Activities for 2006-2007

The comparative success, as reported by centers, in meeting parent education subobjectives is shown in Table 3.

Table 3. Percentage of Centers Meeting Parent Education Subobjectives*

Subobjective	Met (percent)	Mixed Results (percent)	Did Not Meet (percent)
General Education Development	36.7	43.3	10.0
Computer Skills Instruction	53.7	26.8	17.1
Parent Training	66.1	23.7	5.1
Parent/Child Interaction Activities	72.0	17.1	4.9
Career Development	33.3	8.3	50.0

***Percentages do not add up to 100 percent because some centers did not respond to this item.

Relationships Between Student Attendance, Center Characteristics, and Student Achievement

Student and center data were analyzed to examine relationships between areas including student attendance at the 21st CCLCs, center hours and staffing, number of center activities, and student achievement. A total of 98 centers and 14,115 students in grades 3-8 were included in the analyses following a series of steps to eliminate centers with missing data and students who were either missing data or were not the intended subjects of the study (i.e., low-income students who were Black, White, or Hispanic).

Relations with Reading Achievement

In terms of the effect of centers on student achievement in reading, number of hours that centers were open was an influential predictor, such that a greater number of operational hours for centers was associated with higher achievement. The same was true for the number of paid school year teachers; the higher the number of school year teachers, the higher the performance in reading/English for students. The number of days participated in 21st CCLC was also significant, indicating that the more frequent a student's attendance in the 21st CCLC, the greater the likelihood of higher achievement. However, implementation of a larger number of authorized activities had a negative association with achievement.

Although not a direct focus of the study, student-level factors were also influential in the analysis. Not surprisingly, prior achievement in reading achievement significantly and positively influenced the subsequent year's reading performance. Also, students with disabilities significantly underperformed those who were not disabled, and Black students tended to have lower performance than their White and Hispanic counterparts.

Relationships with Mathematics Achievement

There were several significant factors related to student achievement in mathematics. The number of hours centers were open was significantly and positively associated with students' mathematics achievement. Also, the number of paid school year teachers was positively related to students' mathematics outcomes. The more hours centers were open and the higher the number of paid school year teachers they employed, the higher the performance of students in mathematics. On the other hand, the greater number of activities offered at centers was associated with lower mathematics outcomes among students.

While not a direct focus of the analysis, there were also student-level factors that were significant. As would be expected, prior mathematics achievement significantly and positively influenced the subsequent year's mathematics performance. Furthermore, English language learners or students with disabilities tended to score lower than those who were not.

SUMMARY OF FINDINGS

The summary of findings is presented in relation to each of the evaluation questions.

What is the nature of the Virginia 21st CCLC programs?

The ALERT and PPICS data indicated that centers are implementing the 21st CCLC program in accordance with federal purposes and guidelines. Most sites were operated by schools. The majority of centers were open between six and 20 hours per week. There were approximately 2,995 paid and volunteer staff members across the centers. Of these staff members, the majority were paid (73.4 percent). Most paid employees were school division teachers (60.6 percent) or nonteaching staff (14.5 percent). A high percentage (60.6 percent) of paid staff members were regular school day teachers from division schools. Volunteer staff members were most often college or high school students, as well as parents.

What was the level of participation by students?

A total of 19,602 students were served by 133 centers, with 11,829 students (60.4 percent) attending regularly (30 days or more). The most frequent attendees of the 21st CCLC programs were students in grades two through five. Participation was lowest among students in grades nine through 12. Regular attendance was greater at elementary schools, which serve grade levels where parents typically seek afterschool care options that provide greater structure and supervision.

Has the 21st CCLC program been effective in meeting objectives?

The required programmatic objectives included improvement of academic achievement in reading and mathematics and the provision of parent education. Grantees reported that regular attendance was positively related to students' academic achievement and behavior. This was supported in the analysis of SOL scores where higher academic achievement was associated with higher rates of attendance. Additionally, when examining the change in the percentage of students reaching different proficiency levels from 2006 to 2007, regular attendees at the 21st CCLC program had larger percentage point gains in proficient and above proficient scores across years in both subjects compared to nonparticipating students. While a larger percentage of regularly attending students moved from below proficient to "at" or "above proficient" in reading relative to nonparticipating students, the 2007 percentages were comparable to students not attending the program. In mathematics, a significantly larger percentage of regularly attending students were at or above proficient in comparison with nonparticipating students.

In terms of providing parent education, centers offered a wide array of services and activities that ranged from assistance in obtaining a GED to parent skills training. Parent-child activities encouraged more meaningful academic interaction and greater parent knowledge of what their children are learning. Even though attempts were made to tailor the services to parent

needs by asking questions, polling those who attended events, and collaborating with community partners, low attendance rates continued to be a challenge. Centers with successful parent programs might be encouraged to share their strategies.

Are there relations between attendance, nature of and time allocated to activities, number of hours of operation, and improvement in student behavior?

There was a positive relation between student achievement, number of hours of center operation, number of certified staff, and regular program attendance. Interestingly, the number of activities a center offered had a negative relation with student achievement.

Virginia 21st Century Community Learning Centers Analysis 2006-2007

Appendix A

Supplemental Program Objectives and Grantee Recommendations

This Appendix provides two pieces of information:

1. A summary of grantee progress toward obtaining objectives beyond the state required areas. These supplemental objectives were chosen by grantees as part of their center activities.
2. Program recommendations as provided by the grantees.

Objective: Improvement of Student Behavior

Student behavior changes were consistently reported in the ALERT through use of the federal classroom teacher survey provided by PPICS. By surveying classroom teachers, the behavioral impact of participation in the program was able to be measured in a setting outside the afterschool program. This objective was selected by 67.8 percent of centers completing the ALERT. The percentage of centers selecting various subobjectives is shown in Figure A1. The two subobjectives selected most frequently were the improvement of classroom behavior and completing homework satisfactorily.

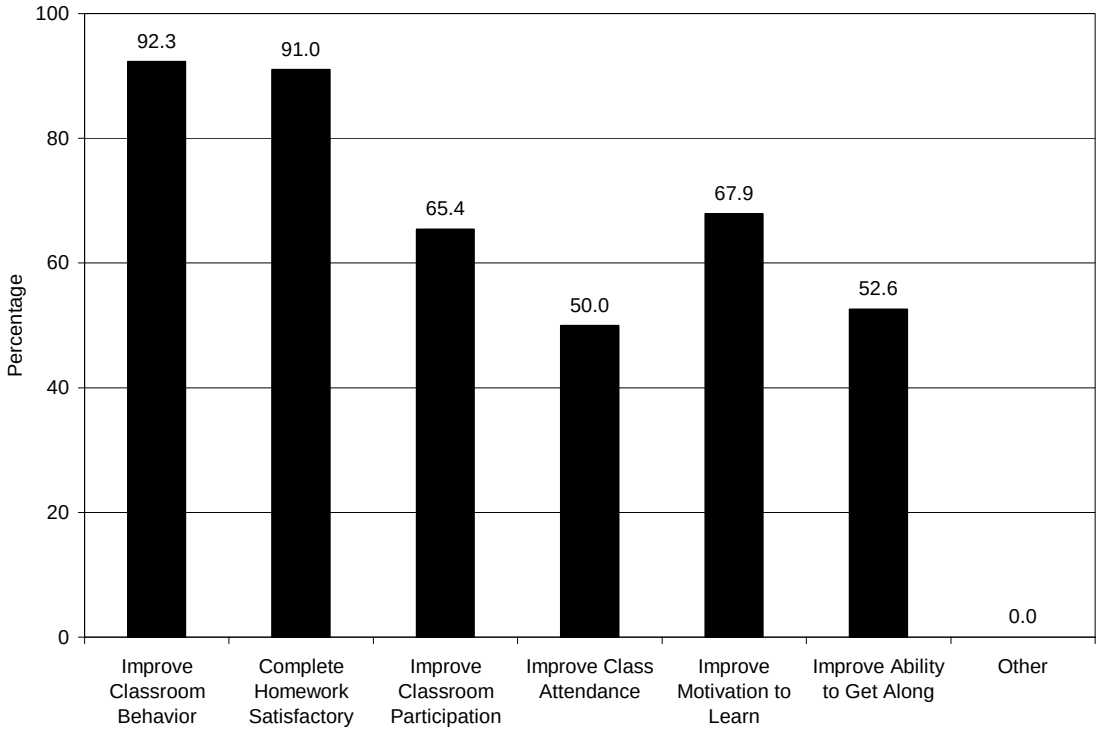

Figure A1. Percent of Centers Selecting Subobjectives for Improving Student Behavior

Improvement of Classroom Behavior

Most centers focused on improving classroom behavior (92.3 percent). Centers utilized several strategies to meet this subobjective, including social skills training programs (66.7 percent); building positive relationships with teachers (65.3 percent); incentives (65.3 percent); regular communication with parents (62.5 percent); and mentoring (55.6 percent). Data sources used to measure improvement among regular 21st CCLC attendees included the PPICS classroom teacher survey (81.9 percent), school discipline records (59.7 percent), and student behavior checklists (18.1 percent). Among centers, 72.2 percent reported meeting the objective, 23.6 percent reported mixed results, and 4.2 percent reported no improvement in classroom behavior.

Satisfactory Homework Completion

Many centers also focused on satisfactory homework completion (91.0 percent). Activities selected by centers to address this subobjective were homework assistance (98.6

percent), tutoring (90.1 percent), regular communication with parents (57.7 percent), and incentives (45.1 percent). Measurement instruments were primarily the PPICS classroom teacher survey (84.5 percent) and student behavior checklists completed on each student by the classroom teacher (31.0 percent). A total of 71.8 percent of centers reported meeting this subobjective, and 26.8 percent reported mixed results.

Only 65.4 percent of centers selected the subobjective of improvement of classroom participation. A wide variety of activities were utilized (see Figure A2).

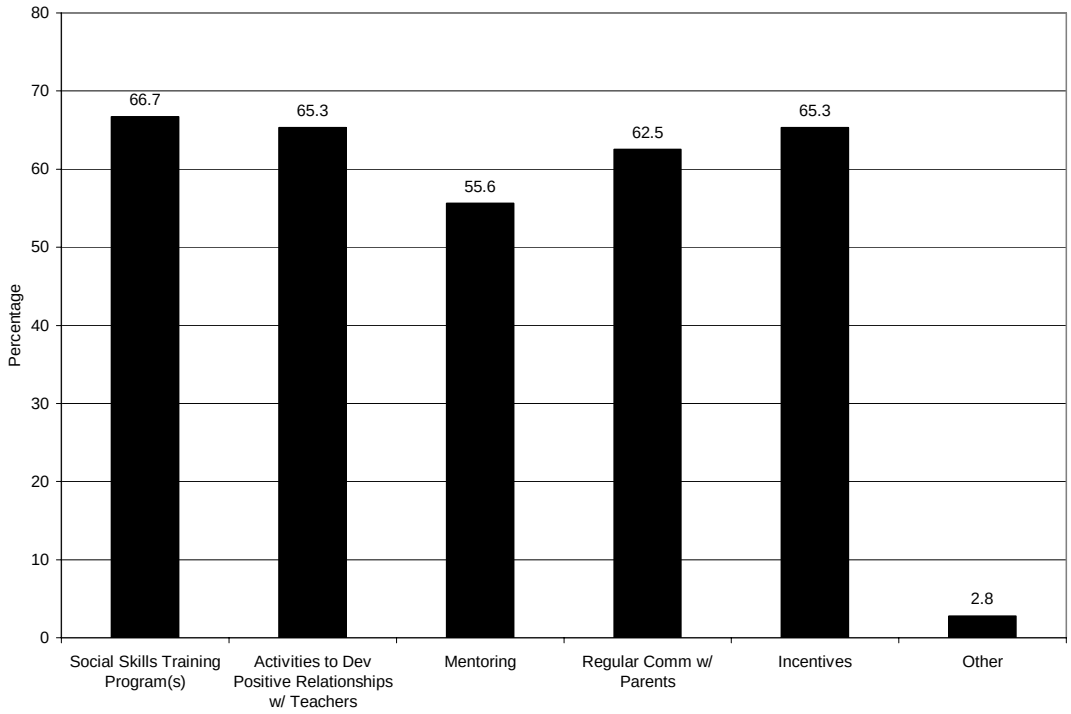

Figure A2. Percent of Centers Using Activities to Improve Student Behavior

Primary data sources for centers were PPICS (86.3 percent) and student behavior checklists (33.3 percent). Centers reported observed gains in self-confidence of regular attendees, which led to greater class participation. For other students there were no gains, as

their class participation was reported to be already at a good level and in need of no improvement.

Class Attendance

Fifty percent of centers selected class attendance as a subobjective. Tutoring (84.6 percent) and homework assistance (84.6 percent) were the most frequently utilized activities to improve class attendance. Other activities were regular communication with parents (79.5 percent), development of positive relationships with teachers (64.1 percent), mentoring (56.4 percent), and incentives (53.8 percent). PPICS data and school attendance records provided documentation of improvement for most centers. Results reported indicated that class attendance improved in 74.4 percent of centers, showed mixed results in 20.5 percent of centers, and showed no improvement in 2.6 percent of centers.

Motivation to Learn

Improvement of motivation to learn was selected by 67.9 percent of centers as a subobjective. Centers utilized a wide variety of activities to assist students in this area (see Figure A3).

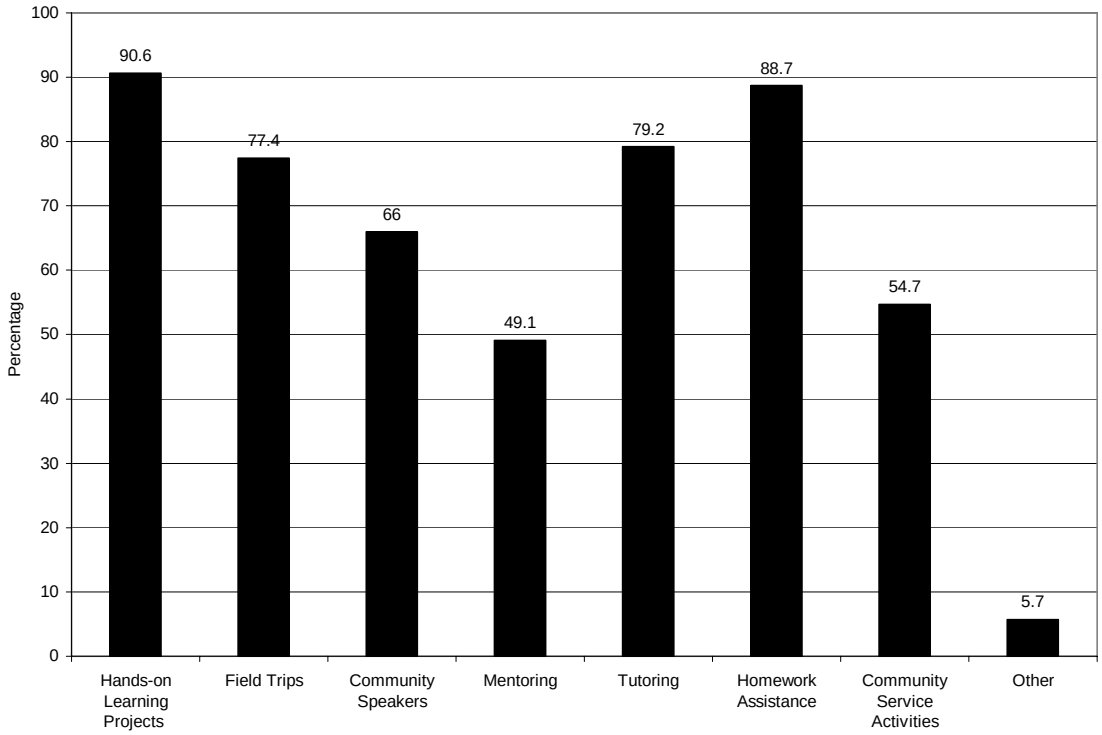

Figure A3. Percent of Centers Using Motivational Activities

The PPICS teacher survey was utilized as the measurement tool by almost all centers (92.5 percent). Results were positive with 77.4 percent of centers indicating that motivation had improved for regular attendees, and 18.9 percent indicating mixed results.

A total of 56.2 percent centers selected improvement of students' ability to get along with others as a subobjective. Programs implemented activities that included small group projects (90.2 percent), social skills training programs (63.4 percent), incentives (61 percent), and mentoring (46.3 percent). The three data sources used to determine if this subobjective was met were PPICS, classroom teacher surveys (85.4 percent), and student behavior checklists completed by the teacher on each student who attended the program regularly. Positive results were reported by 65.9 percent of centers, and 34.1 percent reported mixed results. Evidence for the outcomes was PPICS teacher surveys, teacher records, teacher and student interviews, student observation, and workshop attendance.

Table A1 shows the percentage of centers meeting each subobjective for improving student behavior. The area of improved ability to get along with other students was reported to be slightly less successful than other subobjectives met by centers.

Table A1. Percentage of Centers Meeting Improvement of Student Behavior Subobjectives*

Subobjective	Met Objective (percent)	Mixed Results (percent)	Did Not Meet Objective (percent)
Improve classroom behavior	72.2	23.6	4.2
Complete homework satisfactorily	71.8	26.8	0.0
Improve classroom participation	72.5	27.5	0.0
Improve class attendance	74.4	20.5	2.6
Improve motivation to learn	77.4	18.9	0.0
Improve ability to get along with other students	65.9	34.1	0.0

*****Some percentages do not add up to 100 percent because some centers did not respond to this item.

Student behavior for those attending the 21st CCLC program 30 days or more was reported as improved in the ten areas assessed by the PPICS classroom teacher survey. (See Figure A4 for the percentage of regularly attending students whose behavior improved.) The behaviors assessed are: turning homework in on time (THW); completing homework to the teacher's satisfaction (CHW); participating in class (PIC); volunteering for extra work (VOL); attending class regularly (ATT); being attentive in class (BAC); behaving in class (BEH); academic performance (ACP); motivation to learn (MOT); and getting along with others (ALN). The results are generally consistent with the results reported in the ALERT system.

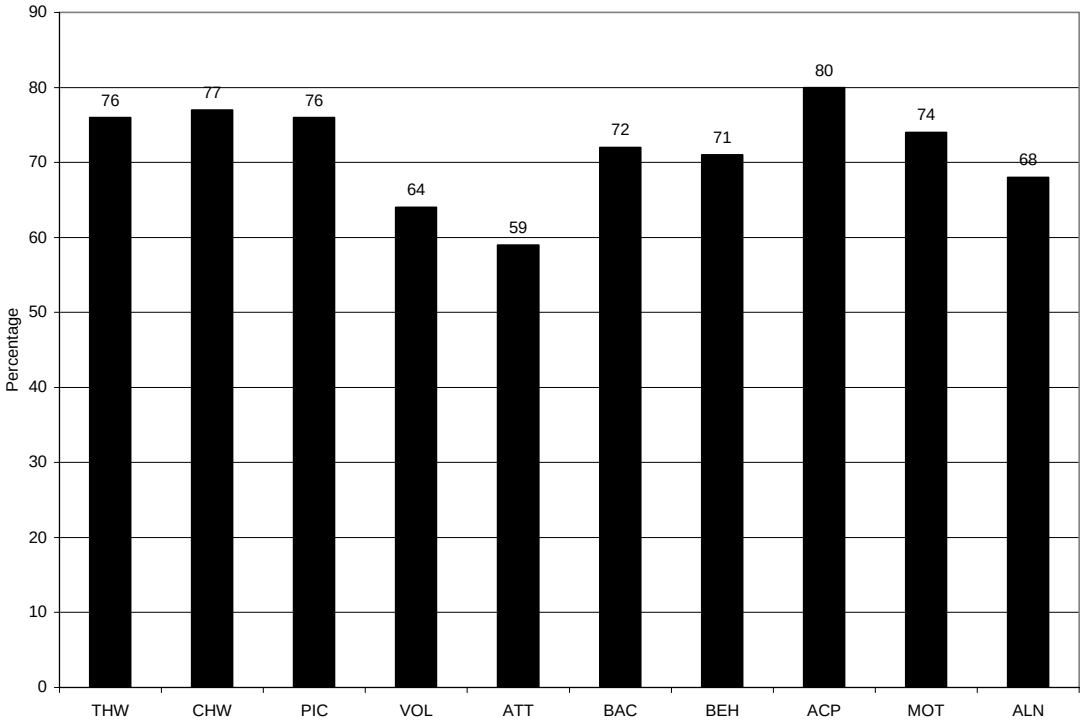

Figure A4. Percent of Regular Attendees Exhibiting Improved Behavior per PPICS Classroom Teacher Survey

Objective: Provision of Enrichment Opportunities

A total of 93 percent of centers selected the objective of providing enrichment opportunities. Centers provided enrichment opportunities in four areas: fine arts and cultural events, depth of understanding of academic subjects through nontraditional instruction, health awareness and physical education, and prevention of drug/alcohol use and/or violence (see Figure A5). All data regarding enrichment opportunities were obtained through the ALERT. The most frequently provided activities were in the area of fine arts and cultural events. Only 38.3 percent of the centers provided prevention programs in alcohol and drug use and other behaviors that pose serious risks for children.

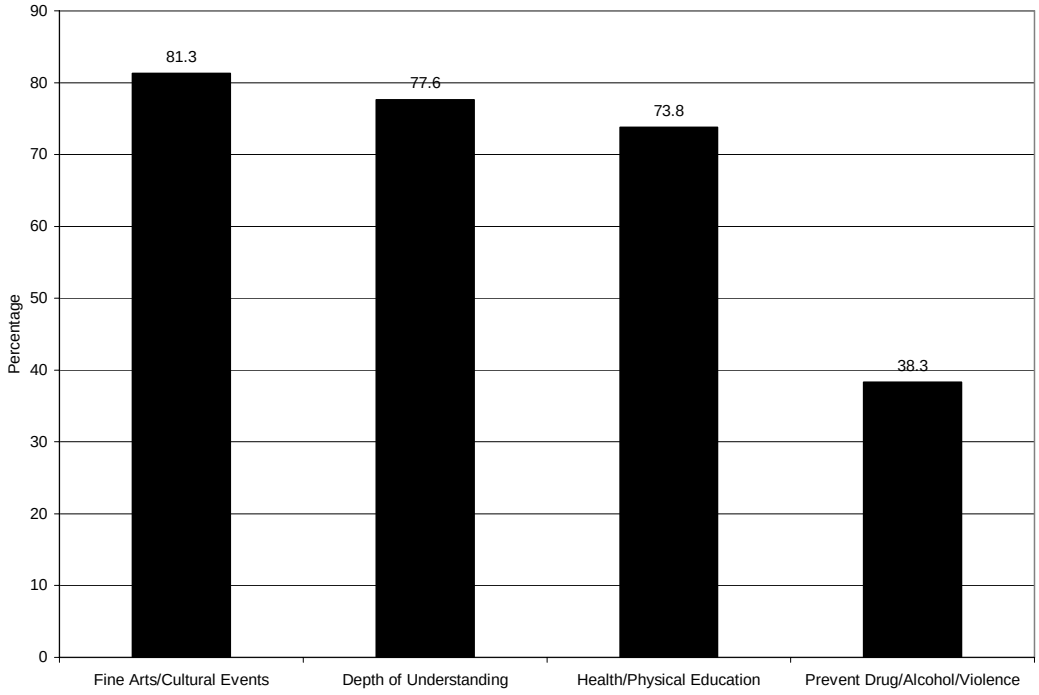

Figure A5. Percent of Centers Choosing Subobjectives for Providing Enrichment Opportunities

Fine Arts and Cultural Events

Specific enrichment activities provided by centers in the area of fine arts are shown in Figure A6. Art and music activities were most frequently conducted. The most frequently used data sources to determine if the subobjective for increasing children's exposure to fine arts and cultural events were the number of field trips (62.1 percent), number of community speakers (64.4 percent), student surveys assessing impact of enrichment activities (40.2 percent), and attendance rosters (13.3 percent). Almost all centers that chose this subobjective (98.9 percent) met their goal of exposing children to fine arts and cultural events. Activities included clubs, community visitors, family events, workshops, and community performances by the students. Attendance rosters or logs were also kept, and student surveys collected. Some grantees stated that attendance was greater at their centers when art and cultural activities were held.

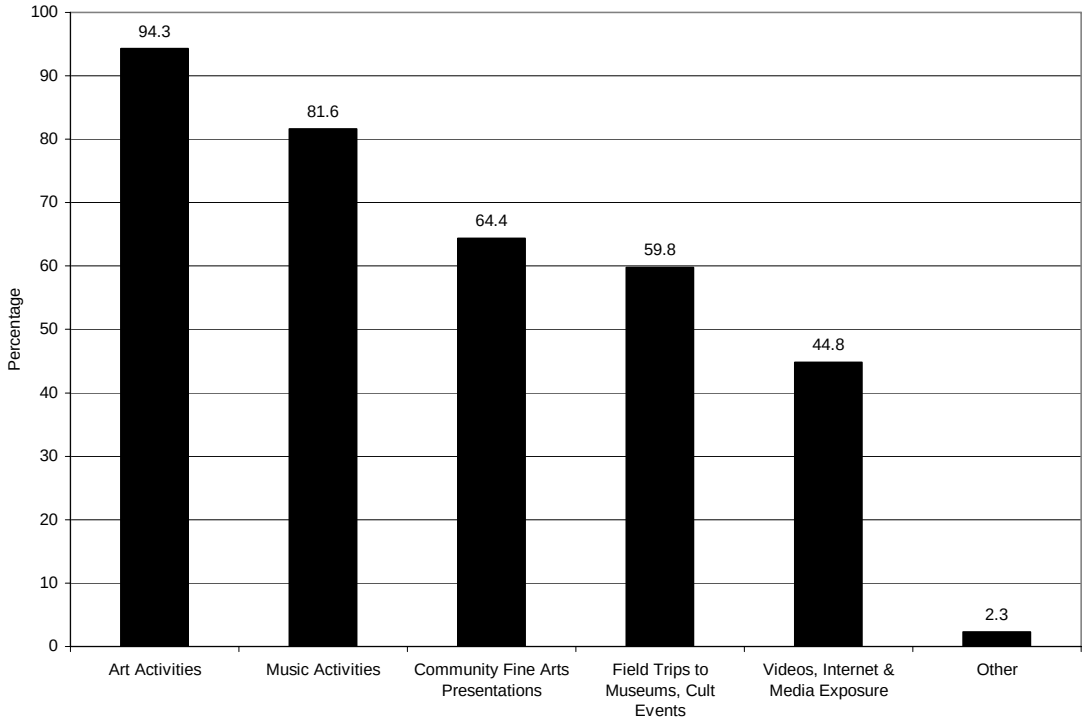

Figure A6. Percent of Centers Using Activities to Increase Children's Exposure to Fine Arts and Cultural Events

Depth of Understanding

Activities provided in the centers to increase children's depth of understanding of academic subjects through nontraditional instruction are displayed in Figure A7. Examples of hands-on projects were cooking classes integrating mathematics and literacy, research for crime scene investigations, and the production of plays. In addition, field trips were scheduled to various educational and artistic places within the city, state or surrounding states. Community presenters taught students about subjects such as character development, woodworking, and photography.

The most frequent data sources used to determine if this subobjective was met were the number of academic enrichment opportunities offered (90.4 percent) and student surveys

assessing impact of enrichment activities (43.4 percent). This subobjective was met by 95.2 percent of centers, and 2.4 percent reported mixed results.

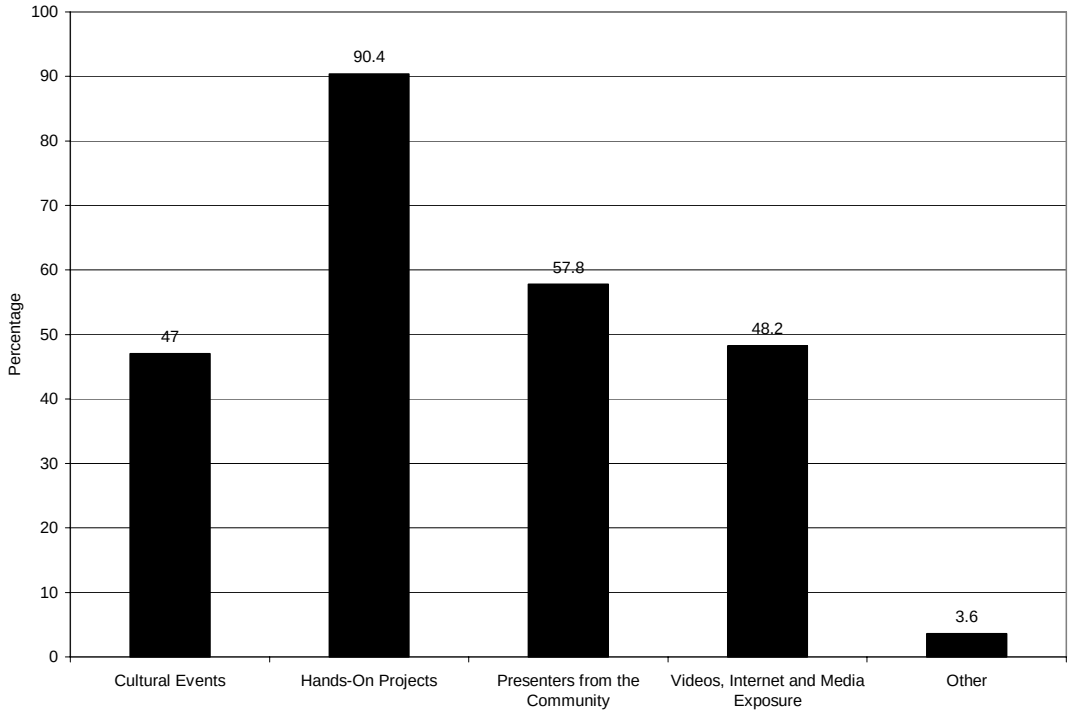

Figure A7. Percent of Centers Using Activities to Increase Depth of Understanding

Health Awareness and Physical Education

Activities that were provided most frequently by centers to increase children's health awareness and physical education were physical education programs (91.1 percent), health/nutrition programs (86.1 percent), and intramural sports (26.6 percent). Some centers initiated fitness classes, sports clubs, family health fairs, and creative dance. Other frequent activities were community speakers on fitness and nutrition. The data sources used most frequently to determine if the subobjective was met were number of opportunities offered (74.7 percent), number of community presenters (41.8 percent), and student surveys assessing impact

of enrichment activities (36.7 percent). A total of 88.6 percent of centers reported meeting this subobjective, and 7.6 percent reported mixed results.

Prevention Programs

The categories of activities that were provided to prevent drugs, alcohol, and/or violence are shown in Figure A8. Centers reported presentations by law enforcement agencies on drug awareness, gang prevention, computer safety, and making good decisions for oneself. Data sources used to determine if this subobjective was met include number of sessions offered (90.2 percent), attendance reports from center staff (68.3 percent), and student surveys assessing impact of enrichment activities (29.3 percent). A high percentage of centers met the objective (92 percent) and 7.3 percent stated that their program had mixed results.

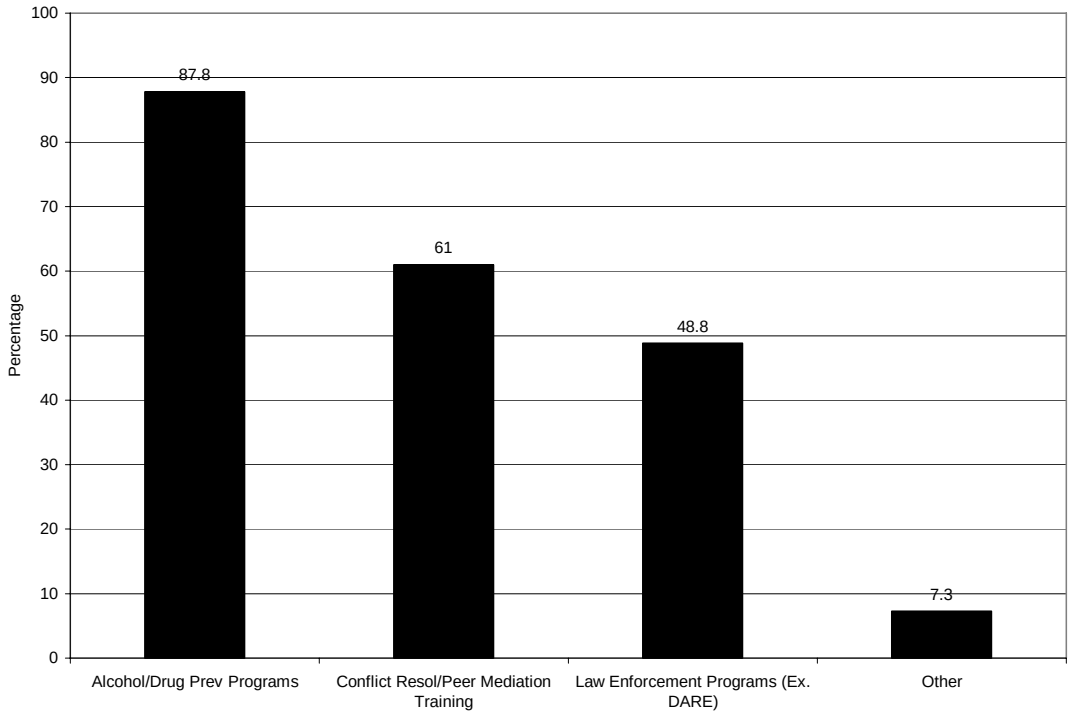

Figure A8. Percent of Centers Using Activities to Prevent Drug, Alcohol Use, and/or Violence Activities

A summary of the results for the enrichment objective is shown in Table A2. A high percentage of centers met each of the enrichment subobjectives. Only the health awareness and physical education subobjective was reported as having been met by fewer than 90 percent of the centers. All centers reported meeting these subobjectives to some degree.

Table A2. Percentage of Centers Meeting Student Enrichment Subobjectives*

Subobjective	Met Objective (percent)	Mixed Results (percent)	Did Not Meet Objective (percent)
Exposure to the fine arts and cultural events	98.9	1.1	0.0
Increase depth of understanding	95.2	2.4	0.0
Increase health awareness and physical education	88.6	7.6	0.0
Provision of programs to prevent drug/alcohol use and/or violence	90.2	7.3	0.0

***Percentages do not add up to 100 percent because some centers did not respond to this item.

Objective: Improve Community Partnerships

One of the federal program objectives states, "Centers will establish and maintain partnerships within the community to increase levels of community collaboration." Centers reported through PPICS the types of organizations that were volunteer partners and those with whom they subcontracted (see Figure A9). The types of organizations partnering with centers during 2006-2007 were school divisions (SD), community-based or nonprofit organizations (CBO), faith-based organizations (FBO), colleges and universities (COU), for-profit entities (FPC), and nationally affiliated nonprofit agencies (NPA).

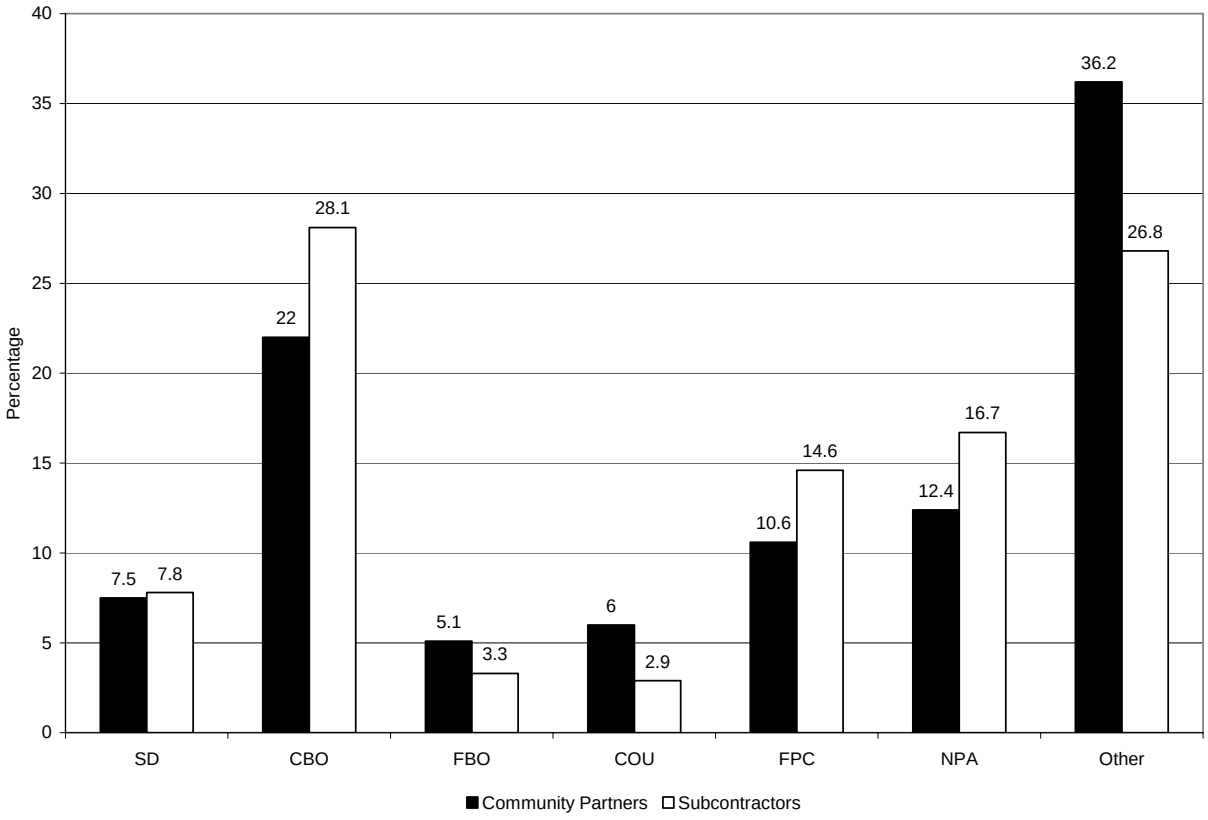

Figure A9. Percent of Organization Partners by Type of Relationship

Based on available PPICS data, there were 1,211 organizations listed as partners and 246 listed as subcontractors. As shown in Figure A9, the same types of organizations (e.g., faith-based organization, college, for-profit entity) could be listed as a partner and subcontractor.

Partners provided a variety of activities and services (see Figure A10). Both volunteer partners and subcontractors usually provided multiple services.

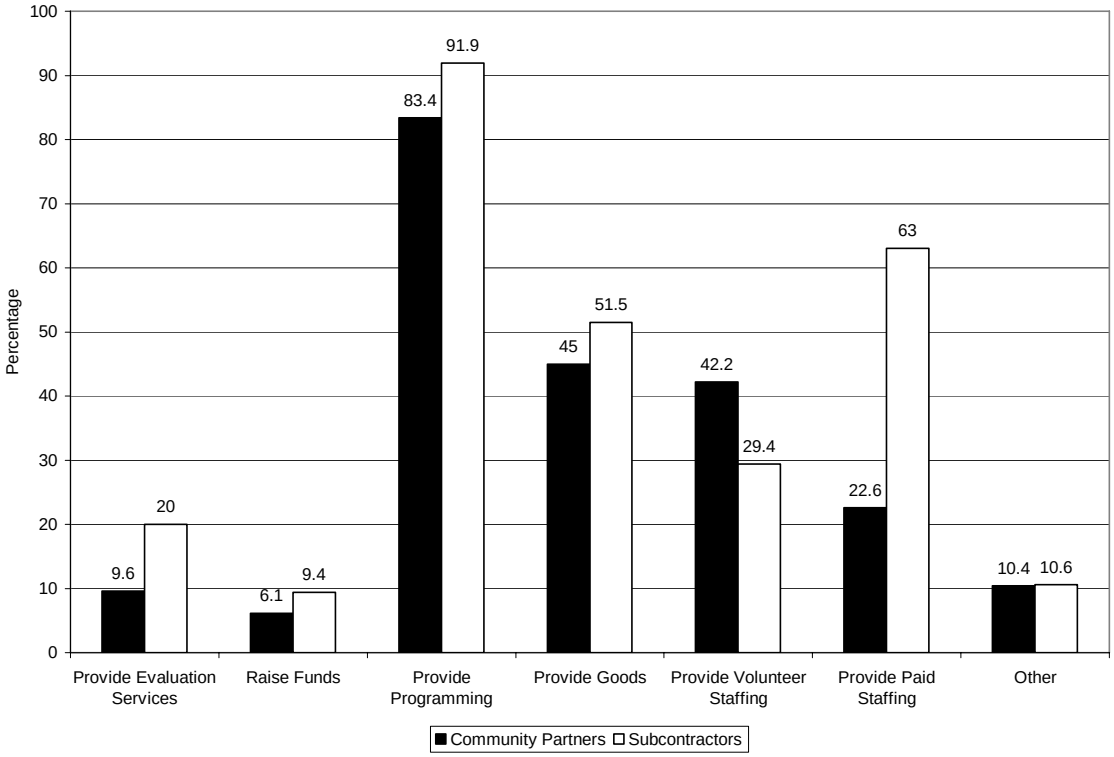

Figure A10. Percent of Partners and Subcontractors Making Contributions in Specific Areas

Most contributions were in programming and activity-related services and staffing for both community partners and subcontractors. Few raised funds for the program. The most frequent contributors of activities among organizations were public libraries, parent-teacher associations (PTAs), police and fire departments, local nonprofit fine arts organizations, parks and recreation departments, health departments, 4-H Clubs, Boys and Girls Clubs, Girl and Boy Scouts, colleges, and universities. Activities included instruction in cooking, chess, dance and other performing skills; tutoring; storytelling; providing field trips to their sites and other educational settings; and conducting training in drug and violence prevention.

The majority of centers addressed the following subobjectives to improve partnerships, as reported in the ALERT: increase the number of partners (83.6 percent), increase the activities

of partners (62.7 percent), improve communication with partners (62.7 percent), and improve the sustainability of the program through partner commitments beyond the grant period (62.7 percent).

Increasing Partners

Programs chose to recruit partners through telephone contact, meetings of potential partners of the center, letters to potential donors/partners, and referrals by present partners. The percentages are shown in Figure A11.

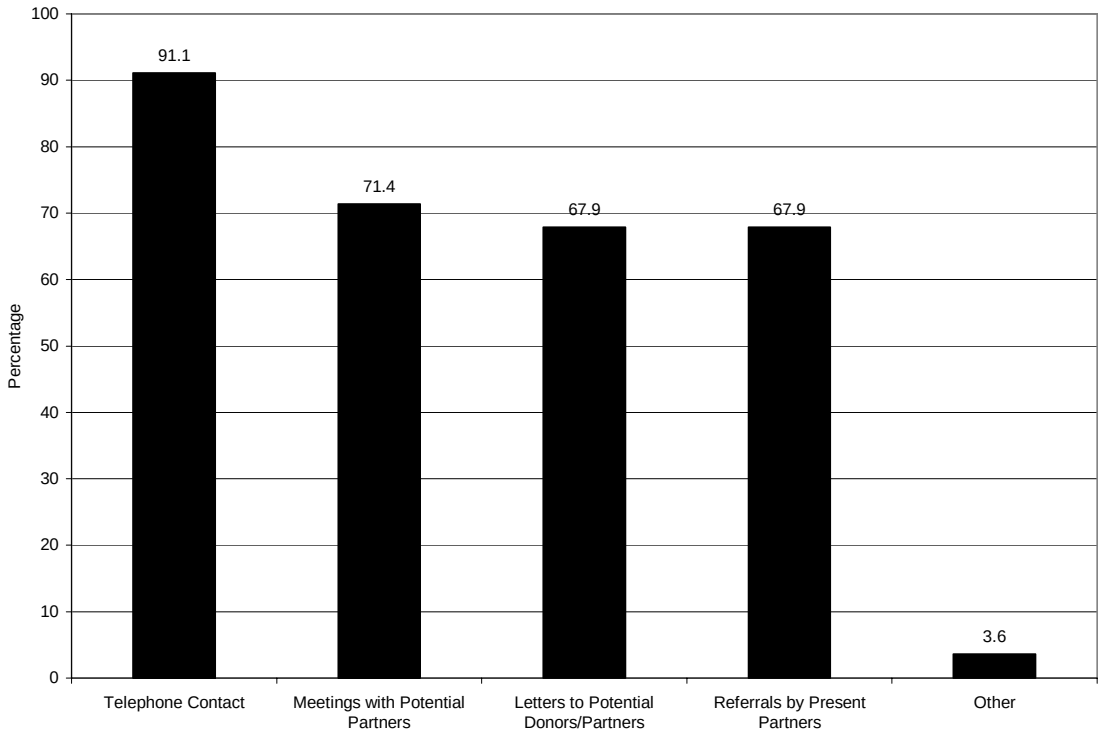

Figure A11. Percent of Centers Providing Activities to Increase Number of Partners

When the centers were asked to report whether they met the subobjective to increase the number of partners, some reported a negative result (see Figure A12). Some reported that the number of partners was already at an adequate level, and recruitment was not necessary at this

time. Others reported that some new partners were acquired but that others had left, resulting in no gain.

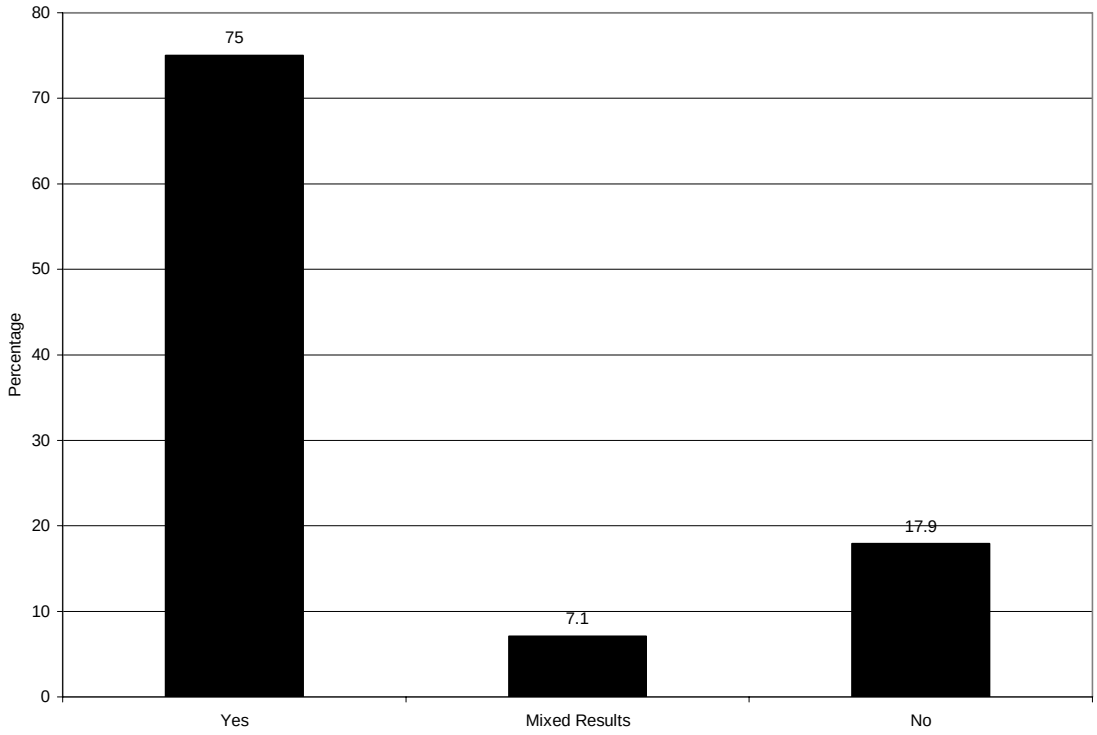

Figure A12. Percent of Centers that Increased Number of Partners

Increasing Partners' Activities

To increase the activities of partners, the activities that were provided were primarily: enlisting partner assistance in implementing programs (92.9 percent), involving partners in program planning (76.2 percent), and involving partners in assessing program success (61.9 percent). Some partners increased the frequency of their activities, while others introduced new activities. Examples of new activities reported were a student-run credit union at the school, spinning classes, healthy lifestyles programs, and leadership camps. Several grantees stated that activities of the partners were already at an appropriate level. Others indicated that it was important to vary activities so as to maintain the interest of the students.

Communication with Partners

Most centers utilized regular telephone contact to ensure ongoing communication with partners (see Figure A13). Activities also included creating advisory boards, scheduling meetings and mailing partners newsletters and announcements. Belonging to community non-profit networking organizations not only provided additional opportunities to communicate, but also visibility in recruitment of new partners. Partners were invited to attend scheduled events (e.g., family nights) to showcase the impact of the partners' involvement. Some centers reported that in several instances communication and partner participation diminished over time, as it was recognized that the partnership did not align as well with program objectives as originally thought.

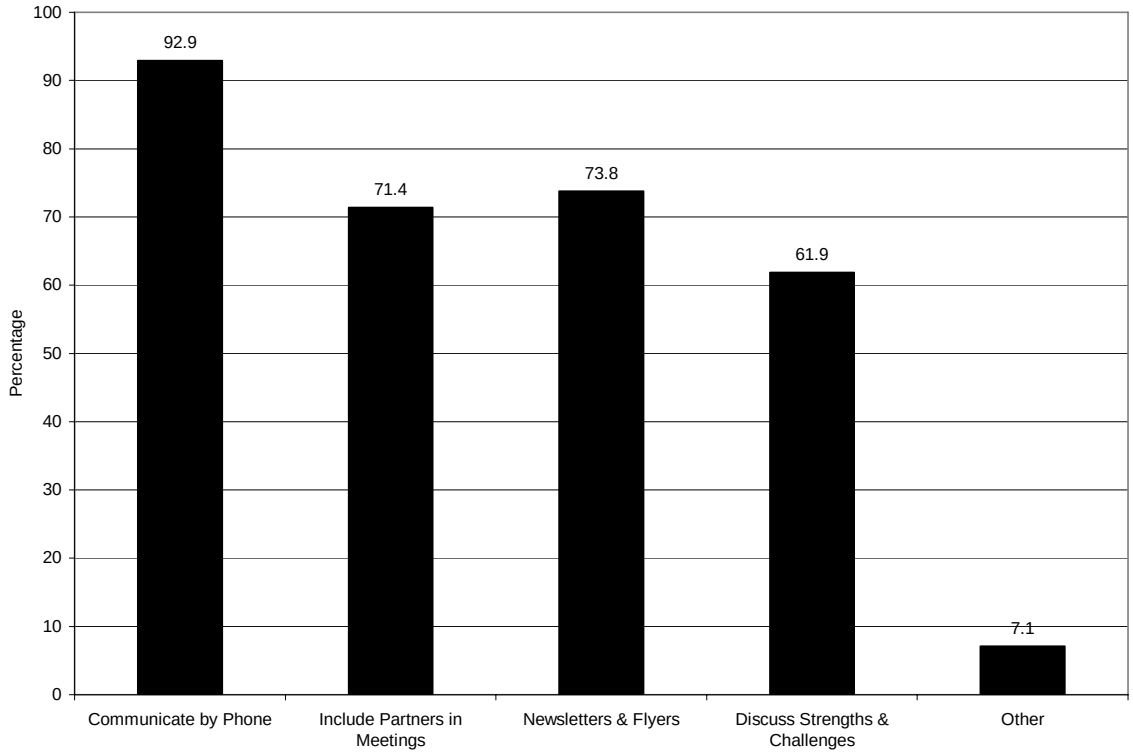

Figure A13. Percent of Centers Providing Activities to Improve Partner Communication

The primary data sources used to determine if the subobjective was met were: a log of the number of times of communication with partners (95.2 percent) and partner surveys (26.2 percent). Figure A14 shows how participants responded when asked if communication with partners had increased in their center.

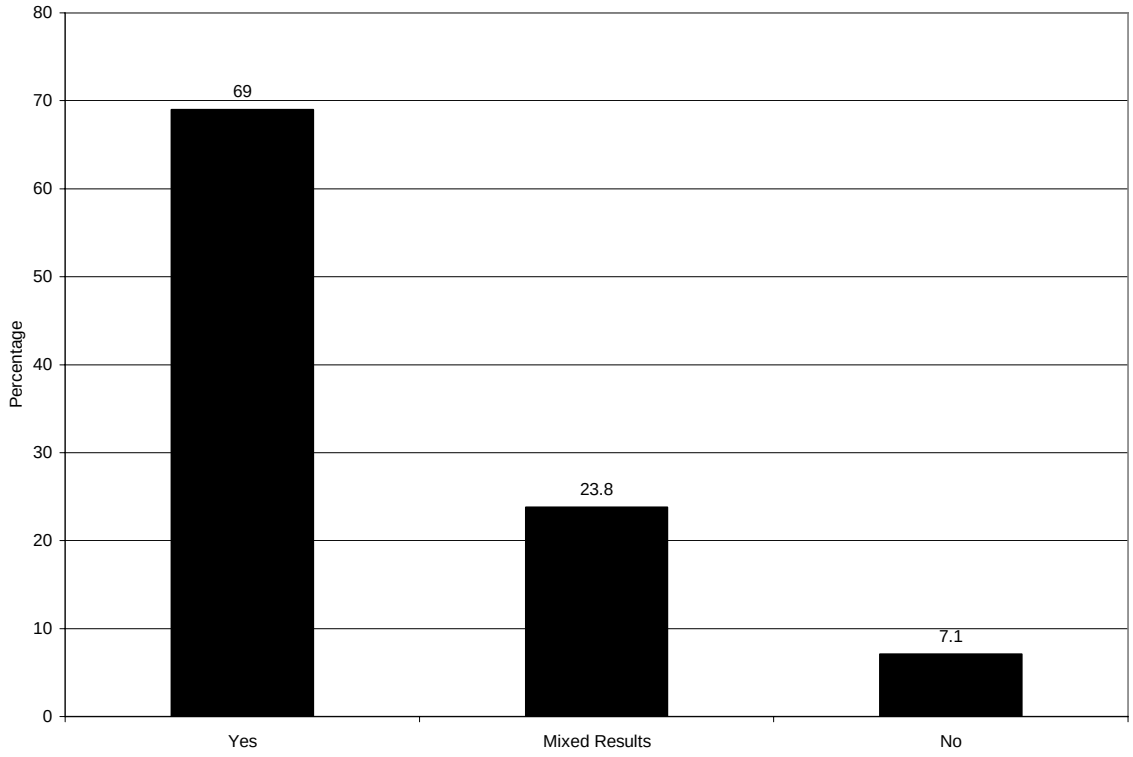

Figure A14. Percent of Centers Increasing Communication with Partners

Program Sustainability

The activities provided to improve the sustainability of the program through partner commitments beyond the grant periods include: identify benefits for continued involvement in 83.3 percent of the programs, assist partners in exploring community resources in 81 percent, work with partners to identify ongoing program costs in 57.1 percent, and other activities for 4.8 percent.

The primary data sources used to determine if the subobjective was met were centers' reports of the number of partner commitments to sustaining the program (92.9 percent) and partner surveys (28.6 percent). In reporting the results of sustainability efforts, 73.8 percent indicated that the potential sustainability increased through partner commitments, 19 percent stated that their program had mixed results, and 4.8 percent said no improvement was evidenced. Many grantees indicated that numerous partners were nonprofits and themselves on restricted budgets. Others stated that while partners were able to make long-term commitments of services, more ongoing resources were needed to operate the program (e.g., funding for staff salaries). Some grantees and partners actively sought to identify grant opportunities that would potentially help with ongoing expenditures. Centers frequently reported that they were satisfied and appreciative of the support from their partners and grateful for their community partnerships, emphasizing how valuable it had been to have people outside of the realm of education to interact with the children.

In summary, the majority of centers met each of the sustainability subobjectives (see Table A3). The two most difficult objectives to meet appeared to be increasing the number of partners, where 17.9 percent of centers did not meet the objective, and improvement of communication, where only 69.0 percent fully met the objective.

Table A3. Percentage of Centers Meeting Sustainability Subobjectives*

Subobjective	Met Objective (percent)	Mixed Results (percent)	Did Not Meet Objective (percent)
Increase the number of partners	75.0	7.1	17.9
Increase the activities of partners	71.4	14.3	11.9
Improve communication with partners	69.0	23.8	7.1
Obtain commitments beyond grant period	73.8	19.0	4.8

*****Percentages do not add up to 100 percent because some centers did not respond to this item.

Grantee Recommendations

In the ALERT, grantees were requested to provide recommendations that might improve the program in the future. Six categories of recommendations emerged: operations, student participation, program content, assessment, parent education, and sustainability. The most frequent recommendations were to improve in identifying and implementing strategies to increase and maintain student and parent participation. The recommendations are summarized by category.

Operation

The most frequent recommendation regarding operations was to obtain training for staff. A total of 27 centers (23.5 percent) requested training that would address topics that included improved use of hands-on materials, better classroom management, and more effective student learning. Training in providing higher quality homework assistance was also recommended. Preference was expressed for providing training before the program starts each year.

Other recommendations included the ability to access specialists as needed, citing as an example a music specialist who could provide higher quality enrichment activities in the fine arts. Improved communication was recommended by 16 centers and was viewed as important not only between program administrators and staff, but also between staff and partners, program staff and classroom teachers, staff and parents, and among students as they work together on projects. Some grantees expressed interest in greater 21st CCLC involvement from building level administrators and classroom teachers, particularly in developing specific academic goals for students.

Other areas of operation cited as needing improvement at four centers included better transportation for students and additional trained, reliable bus drivers. Four centers stated a

desire for longer operating hours or an increase in the number of days to show greater student outcomes.

Student Participation

Twenty centers (17.4 percent) recommended improvement in student attendance rates and the tracking of student participation. Ideas expressed were to provide incentives for attendance that would be donated by local businesses. Other ideas were to improve program quality and variety to attract and maintain higher attendance. Recognition of student accomplishments and inviting parents to attend recognition events were also suggested strategies.

Seven centers suggested increasing attendance by making programs more appealing to English language learners and their families. Activities might include family dinners at the centers with interpreters. Staff access to personnel skilled in working with special education students would also enhance these students' outcomes and experience of success.

Program Content

Thirty-one centers (27 percent) indicated a need for focused enrichment activities in areas such as drug and violence prevention and conflict resolution, as well as gifted education and remedial activities. Character development was also recommended as an area that needs to be increased at centers. Some use leadership activities, such as the Boy Scouts or the YMCA Girl Force, to promote positive change in student behavior. Eight centers stated that they wanted to add nutrition, fitness, and recreational activities in order to have a well-rounded program available after school, meeting not just intellectual needs, but physical needs as well. Responders agreed that these types of activities can attract students to the program.

Sixteen centers (13.9 percent) indicated a goal for next year of strengthening the academic focus of the program through increased homework assistance and tutoring. Additional

mathematics and reading programs are needed for assessment and practice to better prepare students for SOL tests. Computer software to assess and remediate specific areas would be helpful in meeting individual needs. More nontraditional instructional strategies such as field trips and project-based learning were recommended to increase student interest, self-expression and creativity.

Assessment

Five centers (4.3 percent) expressed a desire to incorporate more individual assessment of students served in the 21st CCLC program. The curriculum could be directed more specifically to tailor assistance to each student as well as small, collaborative student groups. Pre- and post-testing could provide meaningful feedback to students and parents regarding the benefits of the 21st CCLC program.

Sixteen centers (13.9 percent) recommended that guidance be provided in how to improve data collection to determine whether objectives were being met. The need for better record keeping was identified as well as improved ability to retrieve data normally kept by the school or school division. Having data accessible would facilitate the comparison of the progress of students who attended and did not attend the 21st CCLC program.

Parent Education

A total of 58 centers (50.4 percent) indicated a need to improve parent involvement in the 21st CCLC program. Some centers plan to utilize surveys to identify adult interests before scheduling activities. Others plan to send out weekly or monthly newsletters. One center stated, "Parent indifference to activities provided is a problem. In spite of positive responses on surveys and RSVPs, parents failed to attend opportunities provided for them. We will continue to work to increase lines of communication by sending multiple invitations and providing phone call

reminders." Centers recommended that those experiencing success with parents share their strategies at state meetings and other means.

Sustainability

Developing more community partnerships was a recommendation made by 32 centers. The sizable budget required to operate the program caused some centers to recommend consideration of scaling the program down after the grant period to those students at greatest risk of failure. Other forms of scaling back included reduced hours and days of operation. Many felt that collaboration with partners had been helpful in identifying strategies for sustainability. Achieving higher visibility in the community was felt to be a key factor in recruiting more partners and providing a wider variety of activities.

Virginia 21st Century Community Learning Centers Analysis 2006-2007

Appendix B

Center-level Information and Number of Students Included for Centers with 50 or More Students

Center and Location	Number of Activity Hours per Week	Number of Activities	Hours Open	Number of School Year Teachers	Number of Students Included
A.W. E. BASSETTE ELEM. (Hampton City Public Schools)	488	6	17	1	157
AMELIA COUNTY ELEM. (Amelia County Public Schools)	1,450	39	26	19	127
APPALACHIA ELEM. (Wise County Public Schools)	1,494	26	28	18	153
BEDFORD ELEM. (Bedford County Public Schools)	1,305	59	48	28	206
BELFIELD ELEM. (Greensville County Public Schools)	809	17	27	15	97
BENJAMIN F. YANCEY ELEM. (Albemarle County Public Schools)	1,075	12	22	5	50
BENJAMIN SYMS MIDDLE (Hampton City Public Schools)	638	7	67	1	402
BLUE RIDGE ELEM. (Patrick County Public Schools)	258	11	11	6	100
BOWLING GREEN ELEM. (Caroline County Public Schools)	92	1	4	13	183
C. A. SINCLAIR ELEM. (Prince William County Public Schools)	90	2	28	14	131
C. VERNON SPRATLEY MIDDLE (Hampton City Public Schools)	136	3	4	4	535
CAPTAIN JOHN SMITH ELEM. (Hampton City Public Schools)	488	6	15	1	117
CARLIN SPRINGS (AHC, Inc.)	659	22	24	11	138
CAROLINE MIDDLE (Caroline County Public Schools)	234	4	5	4	383
CARROLL COUNTY INT. (Carroll County Public Schools)	432	5	11	8	260
CARTER G. WOODSON MIDDLE (Hopewell City Public Schools)	84	1	3	5	490
CHARLES CITY CO. ELEM. (Charles City County Public Schools)	518	6	12	5	61
CHARLES CITY CO. MIDDLE (Charles City County Public Schools)	66	2	1	2	68
COLEMAN PLACE ELEM. (Norfolk City Public Schools)	224	2	28	7	219
COLONIAL BEACH ELEM. (Colonial Beach Public Schools)	162	1	16	9	78
CUMBERLAND ELEM. (Cumberland County Public Schools)	202	7	26	25	155

Center and Location	Number of Activity Hours per Week	Number of Activities	Hours Open	Number of School Year Teachers	Number of Students Included
CUMBERLAND MIDDLE (Cumberland County Public Schools)	205	7	6	20	155
DOGWOOD ELEM. (YMCA of Metropolitan Washington, DC)	192	2	60	9	170
DOUGLASS PARK ELEM. (Portsmouth City Public Schools)	1,120	6	70	4	262
DUPONT ELEM. (Hopewell City Public Schools)	52	2	8	9	168
EDWARD W. WYATT MIDDLE (Greensville County Public Schools)	921	14	24	12	194
ELKHARDT MIDDLE (Richmond City Public Schools)	66	2	18	10	302
ESSEX INT. (Essex County Public Schools)	480	6	23	11	283
ETTRICK ELEM. (Chesterfield County Public Schools)	550	6	12	10	129
FAIRFIELD COURT ELEM. (Richmond City Public Schools)	469	5	20	22	89
FAIRLAWN ELEM. (Norfolk City Public Schools)	112	2	26	3	126
FALLING CREEK ELEM. (Chesterfield County Public Schools)	700	7	10	8	143
FALLING CREEK MIDDLE (Chesterfield County Public Schools)	75	1	3	2	473
FARMINGTON ELEM. (Culpeper County Public Schools)	199	4	6	16	61
FOREST PARK MAGNET (Boys & Girls Clubs of Roanoke Valley)	180	1	9	1	113
FRANCIS MALLORY ELEM. (Hampton City Public Schools)	503	6	17	1	107
GARLAND R. QUARLES ELEM. (Winchester City Public Schools)	87	1	6	5	71
GREENSVILLE ELEM. (Greensville County Public Schools)	640	17	27	29	215
HAMPTON HARBOUR ACADEMY (Hampton City Public Schools)	60	1	3	2	57
HODGES MANOR ELEM. (Portsmouth City Public Schools)	444	3	73	6	149
HOLMES MIDDLE (Fairfax County Public Schools)	1,279	14	35	24	260
HONAKER ELEM. (Russell County Public Schools)	522	10	34	13	194
HURT PARK ELEM. (Roanoke City Public Schools)	173	2	32	4	69
HYBLA VALLEY ELEM. (Fairfax County Public Schools)	2,127	6	50	4	240
J. E. B. STUART ELEM. (Petersburg City Public Schools)	677	15	15	4	176
JETER-WATSON INTERMEDIATE (Covington City Public Schools)	952	15	20	7	120

Center and Location	Number of Activity Hours per Week	Number of Activities	Hours Open	Number of School Year Teachers	Number of Students Included
JOHN B. CARY ELEM. (Hampton City Public Schools)	560	6	17	1	204
JOHN TYLER ELEM. (Hampton City Public Schools)	513	7	18	1	216
KERRYDALE ELEM. (Prince William County Public Schools)	16	1	6	23	108
LUTHER P. JACKSON MIDDLE (Surry County Public Schools)	360	3	8	14	147
LUTHER W MACHEN ELEM. (Hampton City Public Schools)	488	6	17	1	118
MARY PASSAGE MIDDLE (Newport News City Public Schools)	336	3	43	6	537
MEADOWVIEW ELEM. (Washington County Public Schools)	548	3	11	5	135
MEHERRIN POWELLTON ELEM. (Brunswick County Public Schools)	610	5	30	10	91
MERRIMACK ELEM. (Hampton City Public Schools)	488	6	18	1	150
MONTROSS MIDDLE (Westmoreland County Public Schools)	710	16	4	25	201
MOUNT VERNON WOODS ELEM. (Fairfax County Public Schools)	1,831	7	50	5	185
MOUNT ZION ELEM.* (Suffolk City Public Schools)	N/A	N/A	N/A	N/A	72
NOTTOWAY INTERMEDIATE (Nottoway County Public Schools)	1,410	23	39	20	143
NOTTOWAY MIDDLE (Nottoway County Public Schools)	1,606	31	51	11	185
OAKLAND ELEM. (Carroll County Public Schools)	116	2	6	8	85
OCEANAIR ELEM. (Norfolk City Public Schools)	224	2	22	10	125
OVERBY-SHEPPARD ELEM. (Richmond City Public Schools)	188	2	24	19	122
PAUL BURBANK ELEM. (Hampton City Public Schools)	488	6	17	1	111
POWELL VALLEY PRIMARY (Wise County Public Schools)	1,128	22	12	24	114
R. DEAN KILBY ELEM.* (Prince William County Public Schools)	N/A	N/A	N/A	N/A	82
RHEA VALLEY ELEM. (Washington County Public Schools)	264	4	11	2	101
ROBERT E. LEE ELEM. (Hampton City Public Schools)	303	4	15	1	224
SALTVILLE ELEM. (Smyth County Public Schools)	752	17	24	13	71
SAMUEL W. TUCKER ELEM (Alexandria City Public Schools)	180	3	30	12	127
SANVILLE ELEM. (Boys & Girls Clubs of Martinsville Henry County)	1,056	15	75	1	62

Center and Location	Number of Activity Hours per Week	Number of Activities	Hours Open	Number of School Year Teachers	Number of Students Included
SOUTHAMPTON MIDDLE (Southampton County Public Schools)	454	7	40	9	224
SPOTSWOOD ELEM. (James Madison University)	240	2	19	10	151
ST. CHARLES ELEM.* (Lee County Public Schools)	N/A	N/A	N/A	N/A	69
STUART ELEM. (Patrick County Public Schools)	676	15	8	15	115
SWORDS CREEK ELEM. (Russell County Public Schools)	44	6	30	12	68
TAPPAHANNOCK ELEM. (Essex County Public Schools)	800	8	23	12	129
TRUITT INTERMEDIATE (Boys & Girls Clubs of SEVA)	200	1	75	1	189
VALLEY INSTITUTE ELEM. (Washington County Public Schools)	453	10	43	7	73
VIRGINIA AVE. CHARLOTTE DEHART (Winchester City Public Schools)	87	1	6	5	78
WESTSIDE ELEM. (Roanoke City Public Schools)	338	8	30	12	212
WILLIAM MASON COOPER ELEM. (Hampton City Public Schools)	560	6	18	1	81
WILLIAM RAMSAY ELEM. (Alexandria City Public Schools)	282	5	30	14	163
WOOLWINE ELEM. (Patrick County Public Schools)	160	9	11	9	85

*Mt. Zion Elementary, R. Dean Kilby Elementary, and St. Charles Elementary were excluded from the analyses because at the time of reporting, they had not submitted data into the Profile and Performance Information Collection System (PPICS).